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ABSTRACT

A cooperative literacy education program involving Mexico and the United States' border states is documented. The project has three objectives: to (1) implement the Mexican literacy agency's approach to promoting literacy among native Spanish speakers; (2) coordinate U.S./Mexico literacy task force activities; and (3) develop an immigrants' rights curriculum. This final report consists of an outline of the three objectives, sub-objectives, and measures of achievement of them, and supporting documentation in the form of eight exhibits. The exhibits include: the agenda for the 2-day meeting on selection, training, and support of literacy volunteers; a directory of literacy project pilot sites and contact persons; the agenda for a review of immigrant issues curriculum modules; sample administrative report and record forms; handouts used in a June 1993 presentation on the adult literacy project "Educacion Sin Fronteras"; sample correspondence; an analysis of Mexico's adult basic skills curriculum; and the 15 modules of the immigrant issues curriculum prototype. Most materials are in English; some are in Spanish. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 374 687

U.S.A./Mexico Adult Literacy Project

Final Report
January 1, 1993 - September 30, 1993

Prepared For:

California Department of Education
Youth, Adult and Alternative Education Services
Adult Education and Job Training Unit

Dr. Gerald H. Kilbert, Director

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Submitted by:

Hacienda La Puente Unified
School District
John Fleischman, Director
Holda Dorsey, Project Manager

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Table of Contents

Objective 1:	Implement INEA's approach to promote literacy for Native Spanish speakers.	1
Objective 2:	Coordinate USA/Mexico literacy task force activities.	4
Objective 3:	Develop Immigrant rights curriculum	8

List of Exhibits

A Agenda Training of Trainers Meeting

B Pilot Sites Directory

C Agenda Immigrant Issues Modules Review

D Sample Report Forms

E "Educación Sin Fronteras" Presentation Handouts

F Sample Correspondence

G "New Paradigms For Adult Learning"
Analysis of Mexico's Basic Skills Curriculum

H "El País Desconocido"
Immigrant Issues Curriculum

FL 800773

US/Mexico Border States Project

Objective 1: Implement INEA's approach to promote literacy for Native Spanish speakers.

1.1. Train 10 trainers from selected agencies to implement INEA's approach.

1.1.1 Select 10 Spanish Speaking Trainers from diverse geographic areas, and from agencies using volunteers. 1/93

Dr. Geraldine Novelo and staff from INEA central office, conducted a two day training session for California trainers on March 23 & 24, 1993. The training focused on INEA's philosophy of autodidactismo, and on techniques for forming and facilitating study groups. (Exhibit A) Spanish speaking trainers were selected to represent the diverse educational settings of California:
Rural Southern area, Rose Lopez, from Calexico USD
Urban, Nancy Hampson from San Diego CC
Urban, Dolores Castellanos, from Montebello USD
Urban/Rural Jose Jacques from the CBO One Stop Immigration in Fresno, East LA, Madera, Visalia
Rural, Mercedes Garcia from Porterville Adult. Urban, Jill de Grange from Salinas Adult School
Rural, Irma Andrade from San Luis Obispo Literacy Council
Rural, Shannon Foster from Tehama County Even Start Project
Rural, Adelita Martinez from Templo Calvario de Legalizacion y Educacion in Rancho Cucamonga. (Exhibit B)

1.1.2. Organize training sessions; contact INEA's trainers; select facility; procurematerials. 2/93

The two trainers from Mexico City conducted the first session on March, 23 & 24, 1993, at the OTAN office in City of Industry. The second session was conducted by Holda Dorsey, Project Manager and Edward Kissam, Researcher, on July 28, 1993. (Exhibit C)

1.1.3. Coordinate training sessions in INEA's methodology including: use of print & audio literacy materials, recruitment of volunteers, and techniques for monitoring and assessing.	Holda Dorsey and Jerilynn Domenico project managers coordinated the training sessions, prepared training materials and report forms. Sample materials and videotapes were previewed and analyzed by participants. The use of audio cassette tapes and accompanying rural workbooks was reviewed. A partnership among trainers, participants and staff was established. Roles and responsibilities of each were outlined. Trainers learned to identify possible tutors by developing a tutor profile. Various volunteer recruitment methods were discussed. Simple reporting forms were designed for trainers to track monitoring and assessing activities.
1.1.4. Provide technical assistance and follow-up activities for trainers. 2/93-6/93	Technical assistance and follow up activities were provided by phone and Email to the different sites by the project staff.

1.2. Train 100 volunteers to implement INEA's approach for 1000 native Spanish speaking adult students.	
1.2.1 Assist trainers in recruiting 10 volunteers each. 2/93-4/93	Assistance on strategies for recruiting volunteers was provided to trainers at the July meeting, by phone and by Email. With the project's late start trainers were able to train only 17 volunteers during the months of July and August.
1.2.2. Assist trainers in organizing training sessions for volunteers. 2/93-4/93	Assistance on organizing and implementing training sessions was provided to trainers at the July meeting, by phone and by Email.
1.2.3. Monitor trainers as they train volunteers in INEA's methodology to include: use of print & audio literacy materials, recruitment of students, formation of study circles, student assessment and evaluation techniques, and student certification. 2/93-4/93	Each agency received a Coordinator package and a Tutor package. The packages contained instructional materials, tapes, and reporting forms. An inventory list of INEA materials was also included. Trainers verified and reviewed the materials received. Project staff continuously provided technical assistance on the use of printed and audio literacy materials, forming study circles, student assessment, evaluation, and certification. Due to funding delay, there was no face to face monitoring of training. Trainers had the opportunity to train volunteers on an individual basis. (Exhibit D)
1.2.4. Provide trainers with information relevant to volunteers and students: e.g., other adult education providers and offerings, other staff development activities. 2/93-4/93	Information relevant to volunteers and students was provided to the trainers on a regular basis. A directory of pilot agencies including name, address, telephone, contact person and OTAN ID was distributed to each agency. Guidance in locating information in the OTAN Forum was also provided. Access to other adult education providers, offerings, and staff development activities were accessible through the OTAN Forum.

Objective 2: Coordinate USA/Mexico literacy task force activities.

2.1. Coordinate meetings among USA and Mexico border states.	
2.1.1. Contact adult education directors of USA border states. 1/93-6/93	Active participation in the invitational conference organized by New Mexico's Governor provided a forum for discussing "Educacion sin Fronteras" for adults and its implications in the K-12 program and in the workplace. Representatives from all the states on both sides of the border were present. Due to funding delay, the opportunity to coordinate a meeting of only adult education border states directors did not materialize. Adult education directors of USA border states were contacted and kept abreast of the project activities in California. Nevada's representatives Phyllis Rich and Phil Johncock continued Email contact with the project. (Exhibit E)
2.1.2. Contact adult education delegates of Mexico border states. 1/93-6/93	Contact with adult education delegates of Mexico border states was limited to exchange of workplace literacy materials; economic assistance during the Tijuana floods; and participation in the discussion of adult education's role at the New Mexico conference.
2.1.3. Coordinate meetings; elicit objectives to be discussed; prepare agendas and background material; prepare summaries of meetings. 1/93-6/93	A joint meeting of adult education border states directors was not scheduled during the active months of the project: June, July and August since most directors were on vacation.
2.2. Plan USA/Mexico literacy task force participation in appropriate education conferences.	.

2.2.1. Gather conference information and determine appropriate level of participation (to include: AAACE, CBE, CABE, Hispanic CSBA, CASAS). 1/93-6/93	US/Mexico Literacy Project was well represented in all appropriate education conferences: AAACE presentation by Kilbert and Dorsey. CABE presentation by Dorsey and Domenico. CBE presentation by Kilbert. Governor's Invitational Conference, in New Mexico, presentation by Dorsey. Conference information was gathered through OTAN Online and through staff's organizational membership correspondence. It was determined to participate in AAACE, CABE, and CBE.
2.2.2. Prepare "Call For Presentations" for selected conferences. 1/93-6/93	Call For Presentations were prepared sent to and accepted by AAACE, CABE, CBE, and New Mexico Governor's Invitational Conference.
2.2.3. Prepare presentation materials, visuals and handouts. 1/93-6/93	A color slide presentation prompted by a computer was prepared and successfully used as the focus of the presentations. Materials and handouts to match the presentation were prepared and presented. (Exhibit E)
2.2.4. Coordinate directors-delegates presentations. 1/93-6/93	Presentations made by Dr. Kilbert, California's State Director, were prepared and coordinated, such as at CBE; or delivered on his behalf as in CABE.

2.3. Document agreements of collaborative efforts.	
2.3.1. Establish a communication format to facilitate the sharing of information. 1/93-6/93	Letters of collaborative agreements were exchanged between the project and INEA. Also letters of collaboration were exchanged with the staff of the Secretaría de Relaciones Exteriores. A communication system for adult educators is in place via OTAN Online. US State Directors of Adult Education on the border states are online. Communication with the Nevada State Director is exchanged on a regular basis.
2.3.2. Gather information regarding collaborative efforts from USA/Mexico border states. 1/93-5/93	Letters regarding collaboration efforts are attached. (see Exhibit F)
2.3.3. Disseminate information to interested educators. 3/93-6/93	Information to interested adult educators has been disseminated at conferences and disseminated to K-12 educators interested in Family Literacy through referrals from the California Office of Bilingual Education.
2.4. Develop workplan to solicit financial support from USOE.	
2.4.1. Identify needs, resources, and appropriate activities from other participating states. 1/93-5/93	The feasibility of preparing a workplan to solicit financial support from USOE was not convenient due to the change of federal government appointees. This activity can easily be carried out in the following fiscal year. Needs, resources and appropriate activities were identified at the Querétaro meeting. Due to the lateness of this project's approval, it was impossible to oversee what was accomplished by other states.

2.4.2. Prepare appropriate workplan and budget. 1/93-5/93	Workplan and budget for California's activities was submitted and approved by CDE. Each US State was responsible for carrying out their own workplan and budget based on their own state plan regulations.
2.4.3. Design evaluation component. 1/93-5/93	A collaborative plan was not prepared, therefore, an all inclusive evaluation component was not designed.

Objective 3: Develop Immigrant rights curriculum.

3.1. Identify competencies taught at the adult elementary level in Mexico.	
3.1.1. Review INEA's course outlines for elementary subjects. 1/93-3/93	A complete analysis of the Basic Skills competencies developed in the Mexico elementary level program was completed.
3.1.2. Critique INEA's elementary subjects materials. 1/93-3/93	A critique of these materials was prepared based on their practical implications in California's individualized programs.
3.1.3. Review INEA's assessment instruments and critique their certification criteria. 1/93-3/93	INEA's assessment instruments and the certification criteria was also reviewed from the perspective of California's ABE model standards.
3.1.4. Prepare paper defining INEA's competency system. 1/93-3/93	Paper defining all the above findings is attached. (Exhibit G)
3.2. Develop and field test an Immigrant Issues Resource Guide.	
3.2.1. Draft curriculum resource guide with 20+ lesson modules. 1/93-3/93	A curriculum resource guide "El Pais Desconocido" with 15 modules was developed and field tested.
3.2.2. Develop coordination protocol and orientation strategy. 1/93-3/93	A collaboration protocol and suggested instructional methodology are included in this document.
3.2.3. Provide user training and support. 3/93-5/93	Users training was provided on July 28, 1993. Suggestions from the trainees were incorporated into the final document.
3.2.4. Prepare final report and final copies of resource guide and protocol. 5/93-6/93	Copies of the complete document "El Pais Desconocido Prototype for an Immigrant Issues Curriculum" were distributed to the pilot sites. A copy of the document is attached. (Exhibit H)

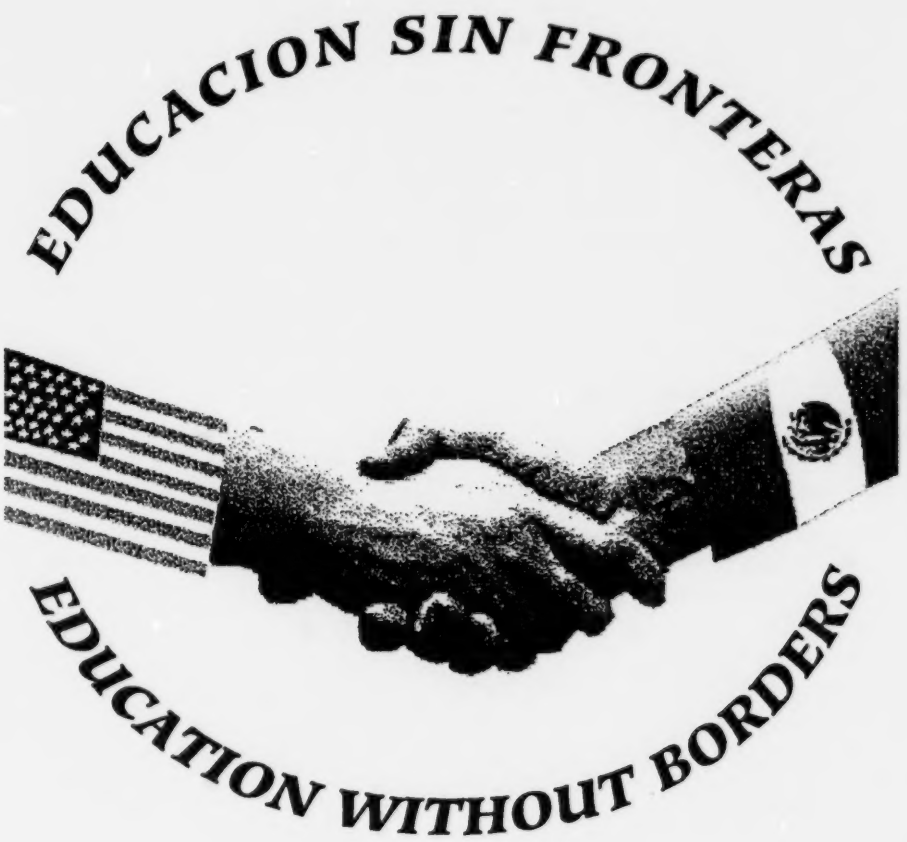
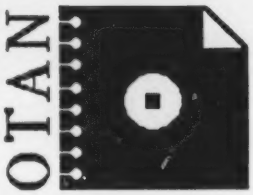


Exhibit A

Agenda Training of Trainers Meeting



U.S.A./Mexico Adult Literacy Project
"Educación Sin Fronteras"
Agenda

March 23 & 24, 1993

9:00 a.m. - 4:30 p.m.

March 23, 1993

I. Introductions

II. Overview of INEA's approach to promote literacy for native Spanish speakers

III. Philosophy of Autodidactismo

IV. Forming and facilitating study groups

V. Selecting literacy volunteers

VI. Organizing and coordinating training sessions for literacy volunteers

VII. Follow-up activities for trainers

VIII. Questions and answers

IX. Adjournment

OTAN

U.S.A./Mexico Adult Literacy Project
"Educación Sin Fronteras"
Agenda

March 23 & 24, 1993

9:00 a.m. - 4:30 p.m.

March 24, 1993

I. Training literacy volunteers to implement INEA's approach

II. Assisting literacy volunteers in recruiting students

III. Monitoring literacy volunteers in facilitating study groups

IV. Student assessment and certification techniques

V. Using print and audio literacy materials

VI. Reviewing materials for 10 -14 year-olds

VII. Reviewing elementary subject materials

VIII. Setting up timeline for implementation

IX. Questions and Answers

X. Adjournment

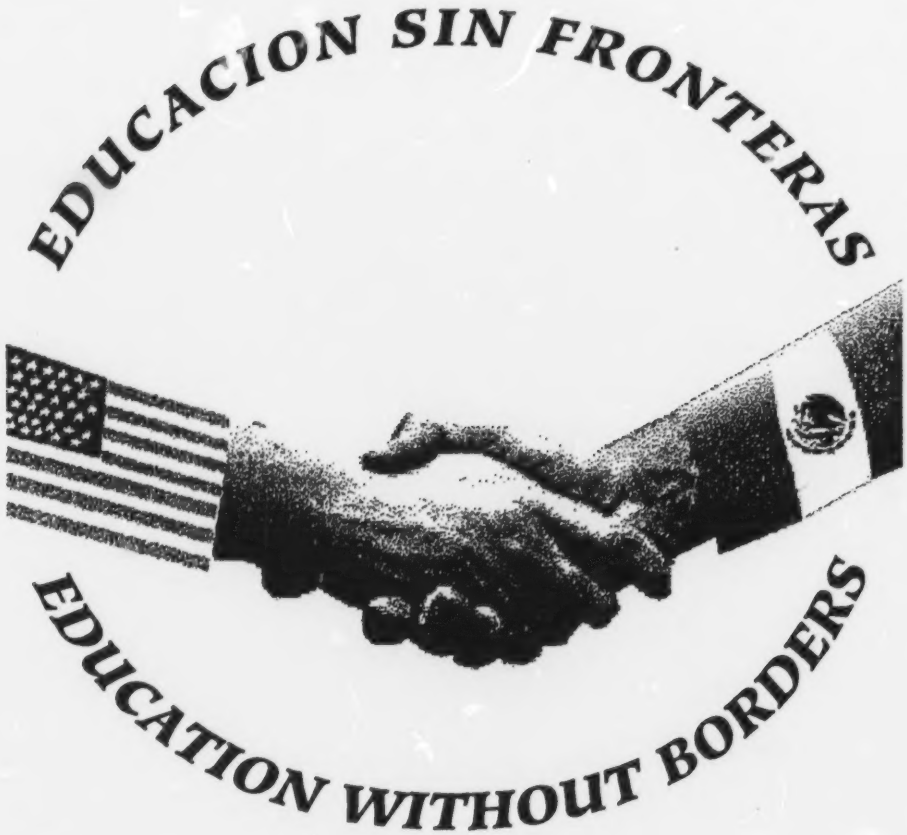


Exhibit B

Pilot Sites Directory

USA/MEXICO ADULT LITERACY PROJECT PILOT SITES DIRECTORY

Contact Persons	Agency	City	Phone	Connect ID
SIMON LOPEZ ROSA LOPEZ	CALEXICO USD	CALEXICO	619 357-7368	
DOLORES CASTELLANOS SHARON BRANNON	FORD PARK ADULT SCHOOL	BELL GARDENS	310 887-7846	MONTEBELLO
JOSE JACQUES ANDRES GONZALES	ONE STOP IMMIGRATION & ED	LOS ANGELES	213 268-8472	OSIEC
MERCEDES GARCIA ROSALINDA TELLER	PORTERVILLE USD	PORTERVILLE	209 782-7030	CRAWFORDWADE
JILL DEGRANGE SHARON MILLER	SALINAS UHSD	SALINAS	408 753-4269	MILLERSHARON
NANCY HAMPSON ELIZABETH URTRECHO	SAN DIEGO CCD	SAN DIEGO	619 265-3455	SDCCD
IRMA ANDRADE PATRICIA LAWSON NORTH	SAN LUIS OBISPO LITERACY	SAN LUIS	805 239-3206	SLOLITERACY
SHANNON FOSTER MATT RUSSELL	TEHAMA COUNTY EVEN START	RED BLUFF	916 527-5811	PAL

USA/MEXICO ADULT LITERACY PROJECT PILOT SITES DIRECTORY

Contact Persons	Agency	City	Phone	Connect ID
ADELITA MARTINEZ MICHAEL GUZMAN	TEMPLO CALVARIO	RANCHO	909 948-5229	TCLANDE
HOLDA DORSEY JERILYNN DOMENICO	U.S.A./MEXICO PROJECT	INDUSTRY	818-855-7000	DORSEY
ED KISSAM	U.S.A./MEXICO PROJECT	SEBASTOPOL	707 829-5696	DPORTER

EDUCACION SIN FRONTERAS

EDUCATION WITHOUT BORDERS

Exhibit C

Agenda Immigrant Issues Modules Review

U.S.A./Mexico Adult Literacy Project
"Educación Sin Fronteras"
"Immigrant Issues Training Session"
Agenda

July 28, 1993

9:00 a.m. - 4:30 p.m.

I. Introductions

II. Objectives

III. Review of Immigrant Issues Modules

- Women's Work Issues
- Unemployment Insurance
- Parent's Involvement In Their Children's Education
- On the Job Health And Safety
- Making Choices About Jobs
- Using Information Resources
- Community Participation And Social Integration

LUNCH

IV. Group Activity: Planning teaching strategies

V. Pair Activity: Role Playing a Sample Lesson

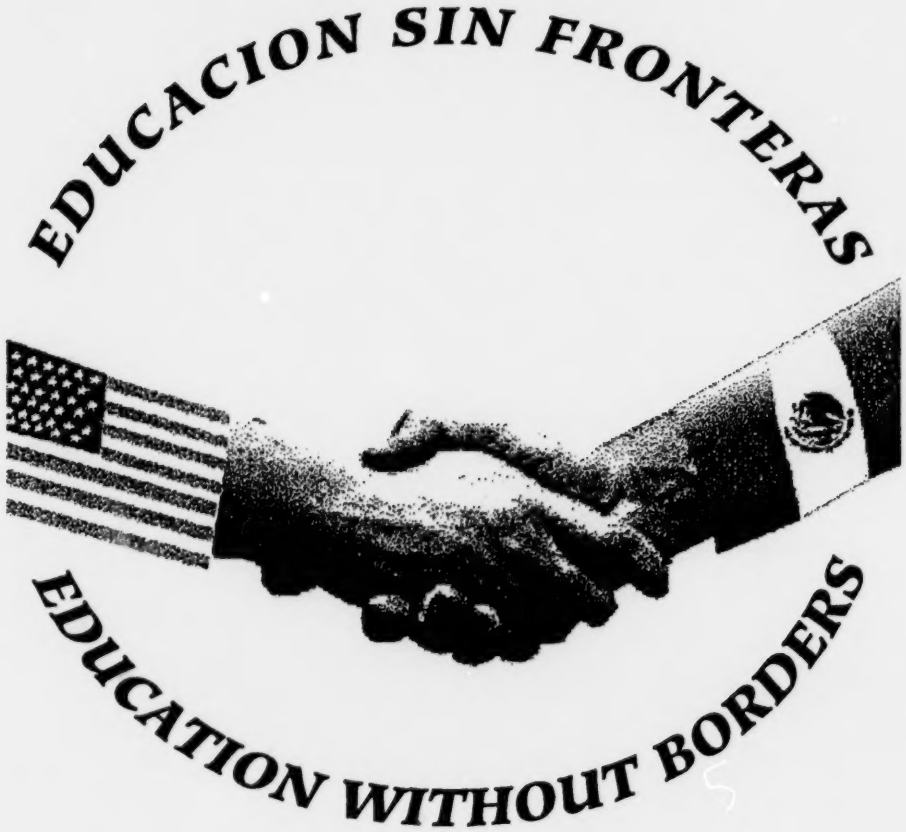


Exhibit D

Sample Report Forms

OTAN

TO: Mercedes Garcia
FROM: Holda Dorsey, OTAN
DATE: July 27, 1993
RE: US/Mexico Materials

Please verify the shipment of materials received, sign this form, and return it to OTAN.

Material Descriptions

	Quantity	Received
Coordinator:		
Instructivo del Alfabetizador	1	✓
Text Libro de Adulto	1	✓
Workbook Cuaderno de Ejercicios	1	✓
Instructivo General de la Evaluación	1	✓
Evaluación Diagnóstica-Final	2	✓
Tutor Profile Sheet	1	✓
Student Profile Sheet	1	✓
Cuestionario para el Alfabetizador	1	✓
Seguimiento del Proceso de Alfabetización	1	✓
Set (40) audio tape cassettes (to be loaned to tutors as needed)	1	✓

Material Descriptions

	Quantity	Received
Tutor:		
Instructivo del Alfabetizador	3	✓
Text Libro de Adulto	30	✓
Workbook Cuaderno de Ejercicios	30	✓
Instructivo General de la Evaluación	3	✓
Evaluación Diagnóstica-Final	~~60~~ 51	✓
Tutor Profile Sheet	3	✓
Student Profile Sheet	3	✓
Cuestionario para el Alfabetizador	3	✓
Seguimiento del Proceso de Alfabetización	3	✓

Mercedes Garcia — 9/16/93
Signature — Date

OTAN

TO: Simon Lopez
FROM: Holda Dorsey, OTAN
DATE: July 27, 1993
RE: US/Mexico Materials

Please verify the shipment of materials received, sign this form, and return it to OTAN.

Material Descriptions

	Quantity	Received
Coordinator:		
Instructivo del Alfabetizador	1	✓
Text Libro de Adulto	1	✓
Workbook Cuaderno de Ejercicios	1	✓
Instructivo General de la Evaluación	1	✓
Evaluación Diagnóstica-Final	2	✓
Tutor Profile Sheet	1	✓
Student Profile Sheet	1	✓
Cuestionario para el Alfabetizador	1	✓
Seguimiento del Proceso de Alfabetización	1	✓
Set (40) audio tape cassettes (to be loaned to tutors as needed)	1	✓

Material Descriptions

	Quantity	Received
Tutor:		
Instructivo del Alfabetizador	3	✓
Text Libro de Adulto	30	✓
Workbook Cuaderno de Ejercicios	30	✓
Instructivo General de la Evaluación	3	✓
Evaluación Diagnóstica-Final	60	✓
Tutor Profile Sheet	3	✓
Student Profile Sheet	3	✓
Cuestionario para el Alfabetizador	3	✓
Seguimiento del Proceso de Alfabetización	3	✓

Signature Rosa D. Lopez Date 8/25/93

OTAN

TO: Jose Jacques
FROM: Holda Dorsey, OTAN
DATE: July 27, 1993
RE: US/Mexico Materials

Please verify the shipment of materials received, sign this form, and return it to OTAN.

Materiai Descriptions

	Quantity	Received
Coordinator:		
Instructivo del Alfabetizador	1	
Text Libro de Adulto	1	1
Workbook Cuaderno de Ejercicios	1	1
Instructivo General de la Evaluación	1	1
Evaluación Diagnóstica-Final	2	2
Tutor Profile Sheet	1	1
Student Profile Sheet	1	1
Cuestionario para el Alfabetizador	1	1
Seguimiento del Proceso de Alfabetización	1	1
Set (40) audio tape cassettes (to be loaned to tutors as needed)	1	42

Material Descriptions

	Quantity	Received
Tutor:		
Instructivo del Alfabetizador	10	10 ✓
Text Libro de Adulto	100	100 ✓
Workbook Cuaderno de Ejercicios	100	120 ✓
Instructivo General de la Evaluación	10	10 ✓
Evaluación Diagnóstica-Final	200	200 -
Tutor Profile Sheet	10	10 -
Student Profile Sheet	10	10 ✓
Cuestionario para el Alfabetizador	10	10 ✓
Seguimiento del Proceso de Alfabetización	10	10 ✓

Arturo Gonzalez — Signature

07-29-93 — Date

AUG 1 2 REC'D

OTAN

TO: Adelita Martinez
FROM: Holda Dorsey, OTAN
DATE: July 27, 1993
RE: US/Mexico Materials

Please verify the shipment of materials received, sign this form, and return it to OTAN.

Material Descriptions

	Quantity	Received
Coordinator:		
Instructivo del Alfabetizador	1	1
Text Libro de Adulto	1	1
Workbook Cuaderno de Ejercicios	1	1
Instructivo General de la Evaluación	1	1
Evaluación Diagnóstica-Final	2	2
Tutor Profile Sheet	1	1
Student Profile Sheet	1	1
Cuestionario para el Alfabetizador	1	1
Seguimiento del Proceso de Alfabetización	1	1
Set (40) audio tape cassettes (to be loaned to tutors as needed)	1	1

Material Descriptions

	Quantity	Received
Tutor:		
Instructivo del Alfabetizador	3	3
Text Libro de Adulto	30	30
Workbook Cuaderno de Ejercicios	30	30
Instructivo General de la Evaluación	3	3
Evaluación Diagnóstica-Final	60	60
Tutor Profile Sheet	3	3
Student Profile Sheet	3	3
Cuestionario para el Alfabetizador	3	3
Seguimiento del Proceso de Alfabetización	3	3

Signature _____ Date 7/29/93

8/12/93 Sent 2 Evaluación Diagnóstica-Final

OTAN

TO: Jill DeGrange
FROM: Holda Dorsey, OTAN
DATE: July 27, 1993
RE: US/Mexico Materials

Please verify the shipment of materials received, sign this form, and return it to OTAN.

Material Descriptions

	Quantity	Received
Coordinator:		
Instructivo del Alfabetizador	1	1
Text Libro de Adulto	1	1
Workbook Cuaderno de Ejercicios	1	1
Instructivo General de la Evaluación	1	1
Evaluación Diagnóstica-Final	2	0
Tutor Profile Sheet	1	1
Student Profile Sheet	1	1
Cuestionario para el Alfabetizador	1	1
Seguimiento del Proceso de Alfabetización	1	1
Set (40) audio tape cassettes (to be loaned to tutors as needed)	1	1

Material Descriptions

	Quantity	Received
Tutor:		
Instructivo del Alfabetizador	6	6
Text Libro de Adulto	60	60
Workbook Cuaderno de Ejercicios	60	60
Instructivo General de la Evaluación	6	7
Evaluación Diagnóstica-Final	120	120
Tutor Profile Sheet	6	6
Student Profile Sheet	6	6
Cuestionario para el Alfabetizador	6	7
Seguimiento del Proceso de Alfabetización	6	6

Signature _____ Date 8-9-93

OTAN

TO: Dolores Castellanos
FROM: Holda Dorsey, OTAN
DATE: July 27, 1993
RE: US/Mexico Materials

Please verify the shipment of materials received, sign this form, and return it to OTAN.

Material Descriptions

	Quantity	Received
Coordinator:		
Instructivo del Alfabetizador	1	1
Text Libro de Adulto	1	1
Workbook Cuaderno de Ejercicios	1	1
Instructivo General de la Evaluación	1	1
Evaluación Diagnóstica-Final	2	1
Tutor Profile Sheet	1	1
Student Profile Sheet	1	1
Cuestionario para el Alfabetizador	1	1
Seguimiento del Proceso de Alfabetización	1	1
Set (40) audio tape cassettes (to be loaned to tutors as needed)	1	✓

Material Descriptions

	Quantity	Received
Tutor:		
Instructivo del Alfabetizador	4	✓
Text Libro de Adulto	40	✓
Workbook Cuaderno de Ejercicios	40	✓
Instructivo General de la Evaluación	4	✓
Evaluación Diagnóstica-Final	80	✓
Tutor Profile Sheet	4	✓
Student Profile Sheet	4	✓
Cuestionario para el Alfabetizador	4	✓
Seguimiento del Proceso de Alfabetización	4	✓

Dolores L. Castellanos — 7/28/93

Signature — Date

AUG

USA/Mexico Adult Literacy Project

Tutor Profile

Agency: OSIEC

Trainer: ANDRES GONZALEZ

Address: 1904 BAILEY ST.

Area Code: 213 Phone: 268-8472

City: LOS ANGELES State: CA Zip: 90033

Last	First	Address (Include City & Zip Code)	Phone (Include area code)	INEA Training Date	Comments
LOREDO	TERESA	4762 UNION PACIFIC, AV.	(213) 269-2460	08/20/93	NO A LEIDO EL LIBRO DEL ADULTO

Tutor Profile

OSIEC.
Agency

ANDRES GONZALEZ
Trainer

3600 WHITTIER, BLVD.
Address

(213) 268-8472.
Area Code Phone

LOS ANGELES | CA. | 90023
City State Zip

Last	First	Address (Include City & Zip Code)	Phone (Include area code)	INEA Training Date	Comments
FLORES	JOSE, L.	2718 1/4 MOZART ST. L.A.(B.	(213) 264-2601.	08-21-93.	

U.S.A./Mexico Adult Literacy Project

Tutor Profile

Agency: O.S.I.E.C.

Trainer: ANDRES GONZALEZ.

Address: 3600 WHITTIER BLVD.

Area Code: (213) Phone: 268-8472

City: LOS ANGELES State: CA. Zip: 90023

Last	First	Address (Include City & Zip Code)	Phone (Include area code)	INEA Training Date	Comments
CELIS	PASTORA	3112 WINTER ST. LOS ANGELES CA. 90063	(213) 526-0968	08/21/93	

U.S.A./Mexico Adult Literacy Project

Tutor Profile

Ford Park Adult School - Montebello
Agency

Dolores A Castellanos
Trainer

7800 Scout Ave
Address

310 | 927-5759
Area Code | Phone

Bell Gardens | Ca | 90280
City | State | Zip

	Last	First	Address (Include City & Zip Code)	Phone (include area code)	INEA Training Date	Comments
1	Castellanos	Samuel	9545 Koomont Av. S. Gate, CO. 90280	(310) 927-5224	8/2/93	
2	VERA	Armando	4102 E. 58th st MAYWOOD 90270	(213) 773-1749	8/2/93	—
3	Cedeño	Victorica	1624 Waverly Glen, Hac. Hts	818 964-7422	8-2-93	
4	Sanchez	Magdalena	8525 Paramount Blvd Downey	(310) 927-4317	8-10-93	—
5	Sanchez	Manuel F.	8525 Paramount Bl #120 Downey	(310) 927-4317	8-10-93	—
6	Aguilar	Alma	P.O. BOX 31051, DOWNEY, CA. 90239-0051	(213) 5605323	8/10/93	☺
7	Argüello	Lourdes	5818 Clara St. Apt. B	(310) 806-3229	8/25/93	
8	ARGüello	José	5818 Clara St. Apt B	(310) 806-3229	8/25/93	

U.S.A./Mexico Adult Literacy Project

Tutor Profile

Agency: EVEN START

Trainer: SHANNON FOSTER

Address: 1135 LINCOLN ST

Area Code: 916 Phone: 527-5811

City: RED BLUFF State: CA Zip: 96080

Last	First	Address (include City & Zip Code)	Phone (include area code)	INEA Training Date	Comments
ACEVEDO	FABIOLA	7185 Hwy 99W Gerber CA 96035	(916) 824-9704 (msg)	9-9-93	
KENNY	YOLANDA	POB 982 Los Molinos CA 96055	(916) 384-9868	9-9-93	
LOPEZ	SONJA	Banham Sp 38 Trailer Park Corning, CA 96021	(916) 824-0203	9-9-93	
ROA	MARIA	25330 Magnolia Los Molinos 96055	(916) 527-5884	9-9-93	
DIAZ	ANGELICA	340 Edith Ave #325 Corning CA 96021	(916) 824-0911	9-9-93	

U.S.A./Mexico Adult Literacy Project

Tutor Profile

T.C.L.& E., Inc.
Agency

Ms. Adelita Martínez
Trainer

9227 Haven Ave., Ste. 340
Address

909 Area Code | 948-5229 Phone

Rancho Cucamonga | CA State | 91730 Zip
City

Last	First	Address (include City & Zip Code)	Phone (include area code)	INEA Training Date	Comments
GARZA	ILSA	9227 Haven Ave. Ste 340 Rancho Cucamonga 91730	(909)948-5229	7/30/93	

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency: OSLEC	Trainer: ANDRES GONZALEZ
Address: 3600 WHITTER	Tutor: TERESA LOREDO
City: L.A. / State: CA / Zip:	Area Code: 213 / Phone: 268 - 8472

	Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 30 hrs. of Instruction	Ready for ESL Yes or No	Comments
1	H. ZARAGOZA REBECA	REBECA	59	F	2°año	07/01/93	NO		11/93		NO	
2	SALCEDO	CRISTINA	36	F	2°año	07/01/93	NO		11/93		NO	
3	ORTEGA	MANUEL	60	M	2°año	07/01/93	NO		11/93		NO	
4	VALLEJO	MIGUEL	20	M	2°año	07/01/93	NO		11/93		NO	
5	VALLEJO	JESUS	16	M	2°año	07/01/93	NO		11/93		NO	
6	GARCIA	ELVIRA	46	F	2°año	07/01/93	NO		11/93		NO	
7	VALENZUELA	JOSE	60	M	2°año	07/01/93	NO		11/93		NO	

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency: OSIEC.	Trainer: ANDRES GONZALEZ
Address: 1904 BAILEY ST.	Tutor: JOSE LUIS FLORES.
City: LOS ANGELES. State: CA. Zip: 90033.	Area Code: (213) Phone: 264-2601.

	Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
1	MORALES	HUMBERTO	44	M	1	07-01-93	NO	NO	Nov/93	NO	NO	
2	PINEDA	MARIA	33	F	2	07-01-93	NO	NO	Nov/93	NO	NO	
3	MORALES	GRALIELA	39	F	2	07-01-93	NO	NO	Nov/93	NO	NO	
4	GOMEZ	RODESTO	40	M	1	07-01-93	NO	NO	Nov/93	NO	NO	
5	MALDONADO	EFIGENIO	44	F	1	07-01-93	NO	NO	Nov/93	NO	NO	

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency: O.S.I.E.C.	Trainer: ANDRES GONZALEZ
Address: 1904 BAILEY ST.	Tutor: PASTORA CELIS.
City: LOS ANGELES — State: CA. — Zip: 90033	Area Code: (213) — Phone: 266-2801

	Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
1	Barragan	Josefina	34	F	2	07/01/93	NO		12/93		NO	
2	Celis	Mary	21	F	6	07/01/93	NO		12/93		NO	
3	Celis	Demetrio	26	M	6	07/01/93	NO		12/93		NO	
4	Chan	Alina	20	F	6	07/01/93	NO		12/93		NO	
5	Herrera	René	36	M	2	07/01/93	NO		12/93		NO	
6	Juarez	Teresa	46	F	2	07/01/93	NO		12/93		NO	

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency: Ford Park Adult School

Trainer: Dolores A Castellanos

Address: 7800 Scout Ave

Tutor: Lourdes Argüello

City: Bell Gardens | State: Ca | Zip: 90201

Area Code: 310 | Phone: 806 3229

Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diag-nostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
1. Hernandez	Esther	43	F	0		8/25					test not completed/to be completed

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency: EL CENTRO Start

Trainer: SHANNON FOSTER

Address: 1125 Lincoln St

Tutor: ANGELICA DIAZ

City: EL CENTRO State: CA Zip: 92243

Area Code: 916 Phone: 337-5811

	Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
1.	[illegible]	LUCILA	21	F	0	8-27-73						

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency: EARL Street

Trainer: SHANNON FOSTER

Address: 1135 Lincoln St

Tutor: YOLANDA GENAU

City: RED BLUFF | State: CA | Zip: 96080

Area Code: 916 | Phone: 527-5811

	Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
1	RAMON	PILAR	62	F	0	8-24-93						
2	CASTRO	CARMEN	51	F	2	8-24-93						
3	MENDOZA	[illegible]	43	F	2	8-24-93						
4	PEREZ	[illegible]	44	F	0	8-26-93						

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency: EVEN START

Trainer: SHANNON FOSTER

Address: 1135 LINCOLN St

Tutor: SONIA LOPEZ

City: RED BLUFF | State: CA | Zip: 96080

Area Code: 916 | Phone: 527-5811

	Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
1.	CHACON	Margarita	43	F	0	8-20-93						

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency

Trainer

Address

Tutor

City | State | Zip

Area Code | Phone

	Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
1.												

INSTITUTO NACIONAL PARA LA EDUCACION DE LOS ADULTOS
DIRECCION DE ALFABETIZACION

CUESTIONARIO PARA EL ALFABETIZADOR

VOLUNTEER: JORGE ALEJANDRO CITY: COMPTON CA TRAINER:_____

Conteste este cuestionario cuando termine el libro del adulto. sus respuestas son muy importantes para mejorar cada vez más los materiales que utilizan en su grupo. Una vez contestado este cuestionario, entréguelo a su entrenador regional.

Marque con una X las opciones que contengan su respuesta.

1. ¿Los temas que se tratan en los enunciados de las unidades fueron interesantes para los adultos?
   SI (X) NO TODOS ( )
   ¿Cuáles sí?
   UNIDAD 1, Lección:1. (X) 2. (X) 3. (X) 4. (X) 5. (X) 6. ( ) 7.( )
   UNIDAD 2, Lección:1. ( ) 2. ( ) 3. (X) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. (X) 4. ( ) 5. ( ) 6. ( ) 7.( )

2. ¿Los ejercicios de cada unidad fueron suficientes para que los adultos practicaran lo que aprendieron?
   SI ( ) NO (X)

3. ¿Cuál lección fué la más difícil de desarrollar?

   UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.(X)
   UNIDAD 2, Lección:1. (X) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.(X)
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

4. ¿Cuál lección le gustó más a sus adultos?

UNIDAD 1, Lección:1. (✓)	2. (✓)	3. (✓)	4. (✓)	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

5. ¿Cuál lección fué la más fácil para ellos?

UNIDAD 1, Lección:1. (✓)	2. (✓)	3. (✓)	4. (✓)	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

6. ¿Qué tipo de ejercicio les agradó más?

a)	Completar palabras o enunciados	( )
b)	Escribir palabras o enunciados	( )
c)	Unir con una línea dos columnas	(C)
d)	Formar enunciados con letreros	( )
e)	Platicar del tema del enunciado	( )
f)	Unir puntos para formar dibujos	(F)
g)	Contar y escribir números	(3)
h)	Hacer cuentas	(5)
i)	Otro (s) _____	( )

7. ¿De este libro cuáles dibujos fueron más atractivos para los adultos?

UNIDAD 1, Lección:1. (✓)	2. ( )	3. (✓)	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. (✓)	2. (✓)	3. (✓)	4. (✓)	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

8. ¿Hubo dibujos que no fueron claros para usted o para los adultos?

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.(✓)
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

9. ¿Son suficientes las ilustraciones de cada unidad?

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

10. ¿Qué sugeriría usted para mejorar esta libro?

a) Platicar de otros temas con los adultos ( )
b) Incluir más ejercicios ( )
c) Realizar más actividades dinámicas ( )
d) Cambiar el tipo de dibujos ( )
e) Ser más claros en las insttrucciones ( )
F) Otra (s) Separar la seccio de suma y ( )
resta en un solo tyema

Muchísimas gracias por su cooperación.

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency: CW STOP COMPTON

Trainer: ANDRES GONZALE

Address: 1324 COMPTON BLVD.

Tutor: ALEJANDRE, JORGE

City: COMPTON | State: CA | Zip: 70221

Area Code: 310 | Phone: 763-3412

Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
MEJIA	ALMA	37	F			08/18/93				NO	
CONTRERAS	CLOFAS	61	M			08/18/93				NO	
CASTILLO	RAUL	45	M			08/18/93				NO	
HERNANDEZ	CONSUELO	34	F			08/18/93				NO	
HERNANDEZ	AMELIA	25	F			08/18/93				NO	
CUEVAS	ALFONSO	42	M			08/18/93				NO	
CUEVAS	GUADALUPE	38	F			08/18/93					

U.S.A./Mexico Adult Literacy Project

Tutor Profile

ONE STOP COMPTON
Agency

ANDRES GONZALEZ
Trainer

1321 COMPTON BLVD.
Address

213 | 26B-8472
Area Code | Phone

COMPTON | CA | 90221
City | State | Zip

Last	First	Address (include City & Zip Code)	Phone (include area code)	INEA Training Date	Comments
ALEJANDRE	JORGE	1003 W BUNNIS AVE.	(310) 884-7238	08-21-93	PARTICIPATES IN ALL
		COMPTON CA 90221			INTERACTION OF
					GROUP

INSTITUTO NACIONAL PARA LA EDUCACION DE LOS ADULTOS
DIRECCION DE ALFABETIZACION

CUESTIONARIO PARA EL ALFABETIZADOR

VOLUNTEER: NORMA A. ZARATE CITY: LONG BEACH, CA TRAINER: _____

Conteste este cuestionario cuando termine el libro del adulto. sus respuestas son muy importantes para mejorar cada vez más los materiales que utilizan en su grupo. Una vez contestado este cuestionario, entréguelo a su entrenador regional.

Marque con una X las opciones que contengan su respuesta.

1. ¿Los temas que se tratan en los enunciados de las unidades fueron interesantes para los adultos?
   SI ( ) NO TODOS (X)
   ¿Cuáles sí?
   UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. (X) 6. (X) 7.(X)
   UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. (X) 5. ( ) 6. ( ) 7.(X)
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. (X) 5. ( ) 6. ( ) 7.( )

2. ¿Los ejercicios de cada unidad fueron suficientes para que los adultos practicaran lo que aprendieron?
   SI (✓) NO ( )

3. ¿Cuál lección fué la más difícil de desarrollar?

   UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 2, Lección:1. ( ) 2. ( ) 3. (X) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

4. ¿Cuál lección le gustó más a sus adultos?

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

5. ¿Cuál lección fué la más fácil para ellos?

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

6. ¿Qué tipo de ejercicio les agradó más?

a) Completar palabras o enunciados ( )
b) Escribir palabras o enunciados ( )
c) Unir con una línea dos columnas ( )
d) Formar enunciados con letreros ( )
e) Platicar del tema del enunciado ( )
f) Unir puntos para formar dibujos ( )
g) Contar y escribir números ( )
h) Hacer cuentas ( )
i) Otro (s) dictados ( )

7. ¿De este libro cuáles dibujos fueron más atractivos para los adultos?

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

8. ¿Hubo dibujos que no fueron claros para usted o para los adultos? NO

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

9. ¿Son suficientes las ilustraciones de cada unidad? SI

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

10. ¿Qué sugeriría usted para mejorar esta libro?

a) Platicar de otros temas con los adultos ( )
b) Incluir más ejercicios (X)
c) Realizar más actividades dinámicas ( )
d) Cambiar el tipo de dibujos ( )
e) Ser más claros en las insttrucciones ( )
F) Otra (s) _____ ( )

Muchísimas gracias por su cooperación.

U.S.A./Mexico Adult Literacy Project

Student Profile

One Stop IMMIGRATION — Agency

8-21-93 — Trainer

532 E. Fourth Street — Address

Norma A. Zarate — Tutor

Long Beach, CA 90802 — City / State / Zip

310 437 3573 — Area Code / Phone

Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
Amelia Romero		38	F	2	7-13-91					no	
Francisco Cruz		24	M	0	8-31-93					no	
Elena Santos Zno.		45	F	3	7-22-90					Si	
Delfino Mendez		40	M	1	5-07-92					no	

U.S.A./Mexico Adult Literacy Project

Tutor Profile

Agency: One Stop Immigration

Trainer: 8-21-93 A GONZALEZ

Address: 532 E. Fourth Street

Area Code: 213 Phone:

City: Long Beach State: CA Zip: 90802

Last	First	Address (Include City & Zip Code)	Phone (Include area code)	INEA Training Date	Comments
Zarate	Norma	1443 Orange Ave #7 LONG BEACH, CA. 90802	(310) 437-3573		

INSTITUTO NACIONAL PARA LA EDUCACION DE LOS ADULTOS
DIRECCION DE ALFABETIZACION

CUESTIONARIO PARA EL ALFABETIZADOR

VOLUNTEER: Ma de la Luz Quezada CITY: Long Beach CA TRAINER: A. Gonzalez

Conteste este cuestionario cuando termine el libro del adulto. sus respuestas son muy importantes para mejorar cada vez más los materiales que utilizan en su grupo. Una vez contestado este cuestionario, entréguelo a su entrenador regional.

Marque con una X las opciones que contengan su respuesta.

1. ¿Los temas que se tratan en los enunciados de las unidades fueron interesantes para los adultos?
   SI (✓) NO TODOS ( )
   ¿Cuáles sí?
   UNIDAD 1, Lección: 1. ( ) 2. (✓) 3. (✓) 4. (✓) 5. ( ) 6. (✓) 7. ( )
   UNIDAD 2, Lección: 1. ( ) 2. ( ) 3. ( ) 4. (✓) 5. (✓) 6. (✓) 7. ( )
   UNIDAD 3, Lección: 1. ( ) 2. ( ) 3. (✓) 4. ( ) 5. ( ) 6. ( ) 7. (✓)

2. ¿Los ejercicios de cada unidad fueron suficientes para que los adultos practicaran lo que aprendieron?
   SI ( ) NO (✓)

3. ¿Cuál lección fué la más difícil de desarrollar?

   UNIDAD 1, Lección: 1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7. ( )
   UNIDAD 2, Lección: 1. (✓) 2. ( ) 3. (✓) 4. ( ) 5. ( ) 6. ( ) 7. ( )
   UNIDAD 3, Lección: 1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7. ( )

4. ¿Cuál lección le gustó más a sus adultos?

UNIDAD 1, Lección:1. ( )	2. (✓)	3. (✓)	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. (✓)	2. (✓)	3. ( )	4. (✓)	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

5. ¿Cuál lección fué la más fácil para ellos?

UNIDAD 1, Lección:1. ( )	2. (✓)	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. (✓)	2. (✓)	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

6. ¿Qué tipo de ejercicio les agradó más?

a)	Completar palabras o enunciados	( )
b)	Escribir palabras o enunciados	( )
c)	Unir con una línea dos columnas	(✓)
d)	Formar enunciados con letreros	(✓)
e)	Platicar del tema del enunciado	( )
f)	Unir puntos para formar dibujos	(✓)
g)	Contar y escribir números	(✓)
h)	Hacer cuentas	(✓)
i)	Otro (s) dictado y Copiar lecciones	( )

7. ¿De este libro cuáles dibujos fueron más atractivos para los adultos?

UNIDAD 1, Lección:1. ( )	2. (✓)	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. (✓)	2. ( )	3. ( )	4. (✓)	5. ( )	6. ( )	7.(✓)
UNIDAD 3, Lección:1. ( )	2. ( )	3. (✓)	4. ( )	5. (✓)	6. ( )	7.( )

8. ¿Hubo dibujos que no fueron claros para usted o para los adultos? no

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

9. ¿Son suficientes las ilustraciones de cada unidad? Si

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

10. ¿Qué sugeriría usted para mejorar esta libro?

a) Platicar de otros temas con los adultos (✓)
b) Incluir más ejercicios (✓)
c) Realizar más actividades dinámicas ( )
d) Cambiar el tipo de dibujos ( )
e) Ser más claros en las insttrucciones ( )
F) Otra (s) _____ ( )

Muchísimas gracias por su cooperación.

U.S.A./Mexico Adult Literacy Project

Student Profile

ONE STOP IMMIGRATION EDUC. CENTER
Agency

A. GONZALEZ
Trainer

532 E. 4th St.
Address

MA. DELSUR QUEZADA
Tutor

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Area Code | Phone

Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Fin'l Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
CORONADO	CARLOS	32	M	2	08-10-91	10/93				NO	
GUTIERREZ	SAMUEL	34	M	1	07-05-91	10/93				NO	
PAREDES	ANTONIO	30	M	2	09-26-91	10/93				NO	
SAMANO	MANUEL	35	M	1	05-07-92	10/93				NO	
SANDOVAL	ISABEL	35	M	2	6-18-91	10/93				NO	
BELTRAN CRUZ	ISMAEL	41	M	1/4	03-25-93	10/93				NO	
TORRES	JUAN CARLOS	35	M	1/2	03-8-93	10/93				NO	
ZANTANA	TERESA	31	F	2	6-17-91	10/93				NO	
JIMENEZ	MARIO	28	M	1	7-09-92	10/93				NO	
EMETERIO	BERTIN	25	M	1/2	03-11-93	10/93				NO	
PIMENTEL	MARCIAL	38	M	2	09-09-91	10/93				NO	

U.S.A./Mexico Adult Literacy Project

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INSTITUTO NACIONAL PARA LA EDUCACION DE LOS ADULTOS
DIRECCION DE ALFABETIZACION

CUESTIONARIO PARA EL ALFABETIZADOR

VOLUNTEER: Nidia Orellana. CITY: Long Beach. TRAINER: _____

Conteste este cuestionario cuando termine el libro del adulto. sus respuestas son muy importantes para mejorar cada vez más los materiales que utilizan en su grupo. Una vez contestado este cuestionario, entréguelo a su entrenador regional.

Marque con una X las opciones que contengan su respuesta.

1. ¿Los temas que se tratan en los enunciados de las unidades fueron interesantes para los adultos?
   SI (✓) NO TODOS ( )
   ¿Cuáles sí?
   UNIDAD 1, Lección:1. (X) 2. (X) 3. (X) 4. (X) 5. (X) 6. (X) 7.(X)
   UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

2. ¿Los ejercicios de cada unidad fueron suficientes para que los adultos practicaran lo que aprendieron?
   SI (✓) NO ( )

3. ¿Cuál lección fué la más difícil de desarrollar?

   UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 2, Lección:1. (✓) 2. ( ) 3. (X) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

4. ¿Cuál lección le gustó más a sus adultos?

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. (✓)	2. (✓)	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

5. ¿Cuál lección fué la más fácil para ellos?

UNIDAD 1, Lección:1. (✓)	2. (✓)	3. (✓)	4. (✓)	5. (✓)	6. (✓)	7.(✓)
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

6. ¿Qué tipo de ejercicio les agradó más?

a)	Completar palabras o enunciados	(✓)
b)	Escribir palabras o enunciados	( )
c)	Unir con una línea dos columnas	(✓)
d)	Formar enunciados con letreros	( )
e)	Platicar del tema del enunciado	(✓)
f)	Unir puntos para formar dibujos	(✓)
g)	Contar y escribir números	(✓)
h)	Hacer cuentas	( )
i)	Otro (s) _____	( )

7. ¿De este libro cuáles dibujos fueron más atractivos para los adultos?

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. (✓)	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

8. ¿Hubo dibujos que no fueron claros para usted o para los adultos?

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. (X)	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

9. ¿Son suficientes las ilustraciones de cada unidad?

UNIDAD 1, Lección:	1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:	1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:	1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

10. ¿Qué sugeriría usted para mejorar esta libro?

a)	Platicar de otros temas con los adultos	(✓)
b)	Incluir más ejercicios	( )
c)	Realizar más actividades dinámicas	(✓)
d)	Cambiar el tipo de dibujos	( )
e)	Ser más claros en las insttrucciones	( )
F)	Otra (s) _____	( )

Muchísimas gracias por su cooperación.

U.S.A./Mexico Adult Literacy Project

Student Profile

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Area Code | Phone

Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 90 hrs. of Instruction	Ready for ESL Yes or No	Comments
LEON	MARIA	41	F	1	08/27/92					NO	
LEÓN	ROSENDO	70	M	1	08/16/92					NO	
PINON	MARIA	45	F	2	09/17/91					NO	
SANDOVAL	ANTONIA	40	F	6 MOS	04/09/93					NO	
SANTOS	REYNA	38	F	4 MOS	05/07/93					NO	
UBALDO	ANTONIA	43	F	4 MOS	06/01/93					NO	
VASQUEZ	EUSTERIO	39	M	1 1/2	04/09/91					NO	
VANIS	GLADIS	30	F	5 MOS	04-09/91					NO	

U.S.A./Mexico Adult Literacy Project

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Trainer: A. GONZALEZ

Address: 532 E 4th St.

Area Code: 213 Phone: 268-8472

City: Long Beach State: CA Zip: 90802

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INSTITUTO NACIONAL PARA LA EDUCACION DE LOS ADULTOS
DIRECCION DE ALFABETIZACION

CUESTIONARIO PARA EL ALFABETIZADOR

VOLUNTEER: Basty Menjívar CITY: Bailey TRAINER: A. Gonzalez

Conteste este cuestionario cuando termine el libro del adulto. sus respuestas son muy importantes para mejorar cada vez más los materiales que utilizan en su grupo. Una vez contestado este cuestionario, entréguelo a su entrenador regional.

Marque con una X las opciones que contengan su respuesta.

1. ¿Los temas que se tratan en los enunciados de las unidades fueron interesantes para los adultos?
   SI (X) NO TODOS ( )
   ¿Cuáles sí?
   UNIDAD 1, Lección:1. (X) 2. (X) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 2, Lección:1. ( ) 2. (✓) 3. ( ) 4. (✓) 5. (✓) 6. ( ) 7.( )
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.(—)

2. ¿Los ejercicios de cada unidad fueron suficientes para que los adultos practicaran lo que aprendieron?
   SI ( ) NO (X)

3. ¿Cuál lección fué la más difícil de desarrollar?

   UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

4. ¿Cuál lección le gustó más a sus adultos?

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UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

5. ¿Cuál lección fué la más fácil para ellos?

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

6. ¿Qué tipo de ejercicio les agradó más?

a) Completar palabras o enunciados (X)
b) Escribir palabras o enunciados (X)
c) Unir con una línea dos columnas ( )
d) Formar enunciados con letreros (X)
e) Platicar del tema del enunciado ( )
f) Unir puntos para formar dibujos (X)
g) Contar y escribir números (X)
h) Hacer cuentas ( )
i) Otro (s) Hacer dictados ( )

7. ¿De este libro cuáles dibujos fueron más atractivos para los adultos?

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

8. ¿Hubo dibujos que no fueron claros para usted o para los adultos?

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

9. ¿Son suficientes las ilustraciones de cada unidad?

UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
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UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

10. ¿Qué sugeriría usted para mejorar esta libro?

a) Platicar de otros temas con los adultos ( )
b) Incluir más ejercicios ( )
c) Realizar más actividades dinámicas ( )
d) Cambiar el tipo de dibujos ( )
e) Ser más claros en las insttrucciones ( )
F) Otra (s) _____ ( )

Muchísimas gracias por su cooperación.

U.S.A./Mexico Adult Literacy Project

Student Profile

Agency: O.S.I.E.C.	Trainer: A. GONZALEZ
Address: 1904 Bailey Street	Tutor: BASTY MENJIVAR
City: Los Angeles / State: C.A. / Zip: 90033	Area Code: 213 / Phone: 266-2801

Last Mother & Father	First	Age	Sex M/F	Yrs. of Education	Enrollment Date	Diagnostic Test Date	Global Diagnostic Score	Final Test Date	Global Final Score After 50 hrs. of Instruction	Ready for ESL Yes or No	Comments
Giron	Gladis	44	F	0	8/03/93	N/A	N/A	10/93		NO	
Velasquez	Miguel	38	M	0	8/17/93	N/A	N/A	10/93		NO	
Flores	Valentin	25	M	0	7/12/93	N/A	N/A	10/93		NO	
Sandoval	Inocente	39	F	0	8/10/93	N/A	N/A	09/93		NO	
Flores	Graciela	30	F	0	6/04/93	N/A	N/A	09/93		NO	

U.S.A./Mexico Adult Literacy Project

Tutor Profile

Agency: O.S.T.E.C

Trainer: A. GONZALEZ

Address: 1904 Bailey Street

Area Code: 213 Phone: 268-8472

City: Los Angeles State: CA Zip: 90033

Last	First	Address (include City & Zip Code)	Phone (include area code)	INEA Training Date	Comments
Manjivar	Basty	207 N Breed St LA. 90033	(213) 266-2801	08/21/93	GOOD LISTENER.
					INTERACTION W/
					GROUP

Instituto Nacional para la Educación de los Adultos

Dirección de Contenidos, Métodos y Materiales

EVALUACION DIAGNOSTICA - FINAL

POBLACION RURAL

Marzo 1993.

Nombre del adulto

Edad

Sexo H M

Diagnóstica

Final

Antecedentes escolares 0 1 2 3 4 5 6

	Global	Escritura	Cálculo Básico	Lectura
Num. de aciertos				
Calificación				

Delegación

Coordinación de Zona Nombre Num.

Fecha de aplicación Día Mes Año

Nombre del Alfabetizador

Domicilio del grupo

Clave del grupo

Población o Colonia

Municipio

MODALIDAD Rural

Mes de atención

Causas por las que el adulto no contestó o lo hizo en forma incompleta.

ESCRITURA

1.- e n t u s i a s m o

2.- En México hay una gran variedad de tradiciones

3.-

4.-

5.-

6.-

7.-

CALCULO BASICO

8.-

9.-

$$\begin{array}{r} 5 \\ +\ 0 \\ \hline \end{array} \qquad \begin{array}{r} 35 \\ +\ 77 \\ \hline \end{array} \qquad \begin{array}{r} 40 \\ +\ 29 \\ \hline \end{array}$$

10.-

$$\begin{array}{r} 9 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 47 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 532 \\ -\ 310 \\ \hline \end{array}$$

11.-

$$\begin{array}{r} 568 \\ +\ 121 \\ \hline \end{array} \qquad \begin{array}{r} 950 \\ +\ 875 \\ \hline \end{array} \qquad \begin{array}{r} 2356 \\ +\ 5713 \\ \hline \end{array}$$

12.-

$$\begin{array}{r} 92 \\ -\ 58 \\ \hline \end{array} \qquad \begin{array}{r} 857 \\ -\ 348 \\ \hline \end{array} \qquad \begin{array}{r} 1923 \\ -\ 475 \\ \hline \end{array}$$

13.- Guillermo tiene un puesto de flores en el mercado. El lunes vendió $ 45,000 de rosas, el martes $ 18,000 y el miércoles $ 26,500, ¿Cuántos vendió en total?

Operación

Resultado

Vendió $_____ en total

14.- José Luis tenía en su granja 25,569 pollos, llevó a vender al rastro 7,324
¿Cuántos pollos le quedaron?

Operación Resultado

Le quedan_____pollos

LECTURA

15.- cebolla ejido cultivo

16.- fertilizante maguey gorrión

17.- La yunta
Los jornaleros

18.- En el trabajo del campo coopera toda la familia.

19.- En el campo la jornada se inicia muy temprano y termina hasta que se oculta el sol.

20.-

En México algunos estados son famosos por su gran variedad de frutas. Chihuahua es un gran productor de manzanas, las mejores papayas son de Guerrero y en Oaxaca se cosechan las piñas más dulces.

¿En dónde se cosechan las piñas más dulces?

_____

21.- En Tenango, los sábados es día de mercado. Hombres y mujeres llegan de los ranchos cercanos con la mercancía.
Ahí se venden animales, verdura, canastas y muchas cosas más.

¿Cuándo es día de mercado en Tenango?

_____

¿Qué se vende en el mercado?

_____

SEP
Secretaría de Educación Pública

Instituto Nacional para la Educación de los Adultos
Dirección de Alfabetización

SEGUIMIENTO DEL PROCESO DE ALFABETIZACION

MODELOS DE ATENCION A POBLACION URBANA Y RURAL

MARZO, 1990

INDICE

	PAGINA
I. INTRODUCCION	5
2. BREVE DESCRIPCION DE LOS MODELOS	7
3. OBJETIVOS	9
4. ASPECTOS A CONSIDERAR	10
5. INSTRUMENTOS	11
6. PROCEDIMIENTO	11
7. PROCESAMIENTO DE LA INFORMACION	14

INTRODUCCION

Una de las acciones fundamentales de la Dirección de Alfabetización ha sido la realización de cambios sustanciales a los modelos de alfabetización para poblcaión urbana y rural, que se operarán a partir del presente año, de tal forma que conduzcan a un mejoramiento cualitativo en el desarrollo de las habilidades de la lecto-escritura y el cálculo elemental.

Considerando la relevancia que tienen dichos modelos para el abatimiento o reducción del índice de analfabetismo así como por su carácter de innovación, se hace patente la necesidad de llevar a cabo un seguimiento de los aspectos pedagógicos y operativos más relevantes a fin de detectar los alcances y limitaciones de cada modelo y, si se considera necesario, hacer las adecuaciones pertinentes para mejorar su calidad.

En dicho seguimiento participarán las diferentes instancias: agentes educativos y operativos, equipo responsable estatal y personal de Oficinas Normativas, cada una con determinadas funciones. El conjunto de acciones que se desarrollen además de aportar información sobre los dos modelos de atención proveerá de elementos para conformar un sistema de evaluación completo, sencillo y útil, indispensable para la etapa de consolidación de los modelos.

En este documento se incluye, además de una breve descripción de los modelos, los objetivos del seguimiento, los aspectos a evaluar, a través de qué instrumentos, el procedimiento a seguir y el análisis de datos a que se sujetará la información recabada.

BREVE DESCRIPCION DE LOS MODELOS

El Modelo de Alfabetización a Población Urbana está dirigido principalmente a los adultos analfabetos funcionales, el correspondiente a la Alfabetización Rural se dirige a los adultos analfabetos puros.

Los dos modelos de atención persiguen el mismo objectivo: Ofrecer a la población adulta analfabeta la oportunidad de alfabetizarse, es decir, brindar los medios necesarios para que adquieran las habilidades de la lectoescritura y el cálculo básico, entiendan lo que leen, expresen por escrito lo que piensan y apliquen estos conocimientos en su vida diaria, pudiendo trabajar posteriormente los materiales de postalfabetización of continuar la primaria.

Entre las diferentes acciones realizadas para el logro de este objetivo se encuentra la elaboración de materiales didácticos que respondan a las características del tipo de población a que cada uno está dirigido.

La metodología didáctica adoptada en los dos modelos parte de enunciados y/o textos contextualizados en el ámbito socio-cultural del usuario correspondiente y, que además aporten información de interés para él.

De estas estructuras se selecciona una palabra que contenga la grafía a estudiar, de la cual se propicia el manejo generalizado de las sílabas, que mediante un proceso de acumulación, permitirá el reconocimiento y construcción de nuevas palabras y, gradualmente, de enunciados y textos.

Para el aprendizaje del cálculo básico se parte de lo simple a lo complejo, y se introduce aprovechando los conocimientos de lecto-escritura para posibilitar un aprendizaje integrado.

El material didáctico que se utiliza tanto para la alfabetización a Población Urbana como para el Rural es el siguiente:

Un instructivo para el alfabetizador.
Un libro de aprendizaje para el adulto.
Un cuaderno de ejercicios para el adulto.
Un cassette con la serie de radioalfabetización urbana (opcional)
Un paquete de apoyos didácticos, (letreros de enunciados).

Todos estos materiales contienen señalamientos específicos que ayudan a identificar los tipos de ejercicios que deben realizarse.

8

Ambos Modelos de Alfabetización comprenden cuatro unidades, cuyo desarrollo se estima se dé en tres meses para el caso de la población urbana y en cuatro meses para la población rural, sin embargo estos tiempos podrán variar de acuerdo a la disponibilidad de los adultos y al avance programático alcanzado.

OBJETIVOS

GENERAL

Realizar un seguimiento del desarrollo del proceso de alfabetización con los modelos de atención a población urbana y rural a fin de reorientarlo oportunamente para alcanzar óptimos resultados.

PARTICULARES

Determinar el aprovechamiento que alcanzan los adultos en lectoescritura y cálculo básico a lo largo del proceso de alfabetización.

Precisar las bondades y/o deficiencias de los materiales didácticos y de apoyo que comprenden los modelos.

Apoyar oportunamente a las figuras participantes, a partir de medidas reorientadoras que den solución a los problemas Técnico-pedagógicos y operativos que se presenten.

ASPECTOS A CONSIDERAR

Se hace necesario recabar información acerca de:

- Duración del curso de capacitación y actualización.
- Permanencia de adultos y alfabetizadores.
- Tiempo que se invierte en cada lección.
- Material utilizado en cada lección.
- Necesidades de material didáctico o de apoyo.
- Aprendizaje logrado por los adultos en lecto-escritura y cálculo básico.
- Características formales más importantes del material (diseño).
- Características didácticas más importantes del material.

INSTRUMENTOS

1. Instrumento de Verificación. Consta de varias secciones en donde se asienta información cuantitativa acerca de la situación del proceso de alfabetización en los grupos, lo cual permitirá a los responsables estatales y de oficinas normativas determinar las acciones técnico-pedagógicas y operativas que deben implementarse para reforzar y mejorar el servicio.

2. Evaluación Diagnóstico-Final. Su aplicación permitirá conocer el dominio de habilidades que tienen los adultos al ingresar y al terminar el proceso de alfabetización.

3. Cuestionario para el Alfabetizador. A través de un máximo de 10 preguntas cerradas se obtendrá información sobre determinados aspectos formales y didácticos del material. Se llenará al término de cada Unidad.

PROCEDIMIENTO

Durante los primeros días de la atención el Organizador Regional, con apoyo del Alfabetizador, aplicará la evaluación diagnóstica, lo cual contribuirá para que él vaya conociendo a sus adultos y nosotros tengamos un parámetro de comparación para determinar el aprovechamiento alcanzado durante el proceso.

Al concluir cada unidad el alfabetizador dará respuesta al Cuestionario a partir de la experiencia surgida en el proceso enseñanza-aprendizaje de las grafías estudiadas. Para ello, se le proporcionarán los formatos necesarios y conforme vayan contestándo los, los entregará al organizador regional en cada visita que éste haga a los grupos.

Estas visitas se realizarán por lo menos cada dos semanas, con el fin d supervisar y apoyar el trabajo de los alfabetizadores, comentar los problemas que tienen y presentar alternativas de solución.

Asimismo el equipo responsable estatal también realizará visitas mensuales a los grupos de alfabetización para reunirse con el alfabetizador y organizador regional correspondientes, reorientar su labor de tal manera que cada vez vaya siendo más eficiente, aplicar el "Instrumento de Verificación" y recabar los "Cuestionarios para el alfabetizador" que hasta ese momento deban haber entregado. Toda esta información deberán enviarla inmediatamente a la Subdirección de Servicios de Alfabetización para procesarla.

Por su parte, personal de la Dirección de Alfabetización a lo largo del proceso llevará a cabo tres Talleres Regionales. El primero, con fines de capaacitación sobre los modelos de alfabetización, tendrá efecto antes de iniciarse la atención; el segundo, casi al final del proceso de alfabetización, con el propósito de analizar a nivel estatal las experiencias del período que concluye, hacer observaciones, dar sugerencias, etc. y retomar lo más valioso para el siguiente período. El tercer taller será a nivel nacional y con fines de evaluación y retroalimentación conjunta, la fecha tentativa de realización es en el mes de noviembre.

A lo largo del proceso, personal de la Dirección de Alfabetización realizará visitas de asesoría técnico-pedagógica sobre los modelos de atención

En las entidades federativas que inician la implementación de estos modelos en el mes de marzo o abril será posible realizar tres visitas este año, en las que inicien después sólo dos.

Las actividades a realizar en estas visitas son:

-Junto con el equipo estatal responsable, analizar la información de los instrumentos ya aplicados, indagar y comentar los problemas que se detecten o se expongan y dar las soluciones adecuadas para brindar un mejor servicio.

-Visitar grupos de alfabetización y, a partir de lo observado, asesorar al organizador regional y alfabetizador corresponiente, darles sugerencias y apoyarlos para mejorar la conducción del proceso de alfabetización.

-De ser posible, dialogar con los adultos, conocer sus opiniones del servicio o del material, verificar que realmente se encuentren estudiando la lección que se reporta en los instrumentos, etc.

-Reunir y traer la información existente sobre los dos modelos de atención.

-Informar al Delegado de la situación general detectada respecto a la operación de los modelos de alfabetización

PROCESAMIENTO DE LA INFORMACION

Periódicamente se contará con la información que envíen las delegaciones y la que se recabe en las visitas de asesoría técnico-pedagógica y de los talleres regionales. Conforme se vaya obteniendo se irá organizando y vaciando en cuadros de concentración que se elaborarán para tal fin.

14

Posteriormente se analizarán los datos haciendo uso de la estadística descriptiva y como producto se elaborará un reporte al final de cada período de alfabetización de todas las delegaciones, en el que se rescaten aquellas estrategias técnico-pedagógicas y operativas empleadas que hayan repercutido considerablemente en el desarrollo del proceso y que, por lo tanto, resulten de interés y utilidad para las delegaciones en los siguientes períodos.

Instituto Nacional para la Educación de los Adultos
Dirección de Contenidos, Métodos y Materiales

INSTRUCTIVO GENERAL DE LA EVALUACION DIAGNOSTICA - FINAL

MODALIDAD DE ALFABETIZACION A POBLACION URBANA

Julio, 1991

INDICE

		PÁGINA
	OBJETIVO DE LA EVALUACIÓN	5
I.	ESTRUCTURA DE LA EVALUACIÓN	5
II.	RESPONSABLES DE APLICAR Y CALIFICAR LA EVALUACIÓN	6
III.	LLENADO DE LA CARÁTULA	7
IV.	RECOMENDACIONES PARA LA APLICACIÓN DE LA EVALUACIÓN	8
V.	INDICACIONES PARA LA APLICACIÓN DE CADA REACTIVO	9
VI.	CRITERIOS DE CALIFICACIÓN	12
VII.	CÁLCULO DE CALIFICACIONES	14
VIII.	CRITERIOS PARA DETERMINAR LA UBICACIÓN DE LOS ADULTOS	15

OBJETIVO DE LA EVALUACION

Diagnosticar las habilidades de lectoescritura y cálculo básico que dominan los adultos al incorporarse al proceso, así como determinar el aprovechamiento obtenido al término del mismo.

I. ESTRUCTURA DE LA EVALUACIÓN

La evaluación diagnóstica-final está constituída por 21 reactivos: siete de cada una de las áreas de aprendizaje (escritura, cálculo básico y lectura). Los reactivos mantienen un grado creciente de dificultad en cada una de las áreas.

Contiene, asimismo, una carátula en la que se consignan los datos del grupo y del adulto.

Los reactivos correspondientes a las área de escritura y cálculo básico se aplican en forma grupal, en tanto que los primeros cuatro reactivos de lectura deben aplicarse en forma individual y tres restantes de manera grupal.

En la parte inferior derecha de cada reactivo, se encuentra un recuadro en donde el aplicador anotará la calificación del reactivo. Los reactivos se califican con "1" en caso de ser correcta la respuesta o "0" si es incorrecta de acuerdo con los criterios que se presentan más adelante.

La evaluación permite conocer, las habilidades que manejan los adultos en cada una de las tres áreas y qué aspecto debe reforzarse más.

Lo anterior es posible porque se obtiene una calificación global y calificaciones por área de aprendizaje.

II. RESPONSABLES DE APLICAR Y CALIFICAR LA EVALUACIÓN

El responsable de aplicar la evaluación será el Organizador con el apoyo de los Alfabetizadores y la calificación de la misma estará a cargo del Organizador con el apoyo y supervisión del Técnico.

III. LLENADO DE LA CARÁTULA

La carátula deberá llenarla el aplicador. La información del primer cuadro corresponde a los datos de identificación de los adultos, por lo tanto se llenará al inicio de la aplicación, anotando claramente el nombre completo del adulto, edad y sexo. En el caso de que los adultos nunca hayan asistido a la primaria se deberá marcar el "0" o del "1 al 6" según haya sido el último grado que cursaron en la primaria; asimismo, es importante marcar de que evaluación de trata (diagnóstica o final).

Los espacios referentes al número de aciertos y calificación por área y global deberán ser llenados una vez que se haya calificado la evaluación.

Se sugiere que el segundo cuadro, que corresponde a datos de la Delegación y Coordinación de Zona, sea llenado previamente a la aplicación para ahorrar tiempo.

En el caso de que alguno (s) usuario (s) se vea (n) en la necesidad de suspender los ejercicios, deberá epecificarse la causa en el ultimo cuadro de la carátula.

IV. RECOMENDACIONES PARA LA APLICACION DE LA EVALUACION

-Antes de empezar la aplicación, haga que los adultos se sientan en confianza y explíqueles que van a realizar algunos ejercicios para conocer qué tanto saben y empezar las asesorías a partir de ello; nunca mencione la palabra "PRUEBA".

-Recuerde que las dos primeras partes de la evaluación se aplican colectivamente y la tercera en forma individual excepto los ejercicios 19, 20 y 21.

-En la parte colectiva asegúrese que los adultos contesten solos los ejercicios.

-No hay límite de tiempo en la aplicación.

-Cuando sea necesario repita la indicación o pregunte hasta 3 veces, después pida a los adultos que pasen al siguiente ejercicio.

-Es indispensable que se apliquen las tres partes de la evaluación. Cuando el adulto ya no pueda seguir contestando los ejercicios de la primera parte, pídale que pase a la segunda, y cuando termine de contestar los ejercicios que pueda de esta parte empezará a preguntarle los de la tercera.

-Cuide que no marquen los cuadros que aparecen a la derecha de cada ejercicio.

V. INDICACIONES PARA LA APLICACIÓN DE CADA REACTIVO

ESCRITURA

1. Pida a los adultos que marquen con una "X" las vocales.

2. Pida a los adultos que copien sobre la línea el enunciado.

3. Pida a los adultos que escriban sobre la linea su nombre completo.

4. Pida a los adultos que escriban las tres palabras que les dictará: TRABAJADOR, PARQUE, BICICLETA.

5. Pida a los adultos que escriban el enunciado que les dictará: "CUIDEMOS EL AMBIENTE".

6. Pida a los adultos que escriban el enunciado que les dictará: EL HOMBRE Y LA MUJER SON IGUALES ANTE LA LEY.

7. Pida a los adultos que redacten un recado en el que avisen a un vecino que lo encontrará en la tienda para comprar los alimentos el próximo sábado.

CÁLCULO BÁSICO

8. Pida que escriban en los cuadros los números que les dictará: 19, 78, 105.

9. Pida que escriban en los cuadros los números 450, 9560

10. Pida que resuelvan las cuatro sumas.

11. Pida que resuelvan las tres sumas.

12. Pida que resuelvan las cuatro restas.

13. Igual que el ejercicio anterior.

14. Pida que lean y resuelvan el problema que se plantea, cuide de no indicar el tipo de operación que deben realizar. Indíqueles que efectuen la operación en el espacio correspondiente

LECTURA

En esta parte se aplican individualmente los cuatro primeros ejercicios, y usted será quien anote las respuestas.

15. Pida que lea las palabras en voz alta. Marque con una paloma las palabras leídas correctamente y en el rectángulo de abajo anote las que hayan sido leídas incorrectamente, tal como las leyó.

16. Igual que el ejercicio anterior.

17. Pida que lea en voz alta el enunciado. Marque con una paloma las palabras leídas correctamente y en el rectángulo de abajo anote las que hayan sido leídas incorrectamente, tal como las leyó.

18. Pida que lea en voz alta el texto y siga las especificaciones del ejercicio anterior.

19. Pida que lean en silencio las preguntas y anoten en las líneas correspondientes la respuesta.

20. Pida que lean en silencio el texto y después contesten la pregunta.

21. Pida que lean en silencio el texto y después contesten las preguntas.

VI CRITERIOS DE CALIFICACION

ESPECIFICACIONES PARA CALIFICAR CADA EJERCICIO

NUMERO DE EJERCICIO	CASOS EN QUE SE CALIFICA CON 1*	CONSIDERACIONES
1	Al menos tres de las cinco vocales deben estar marcadas	Si marca más de un número el reactivo se invalida
2	Que al menos 6 palabras estén copiadas correctamente	No se toma en cuenta el tipo de letra, los acentos, o que las palabras estén juntas.
3	Que al menos escriba un nombre o apellido correctamente	El nombre está mal escrito cuando no aparece o se cambia alguna letra. No es necesario que se escriban los apellidos. No se toman en cuenta las faltas de ortografía.
4	Que al menos 2 de las palabras estén escritas correctamente	La palabra está mal escrita cuando no aparece o cambia alguna letra y cuando la palabra no se entienda. No se toman en cuenta el tipo de letra, ni la ortografía
5	Que al menos 2 de las palabras estén escritas correctamente	Las palabras son incorrectas cuando no aparece o cambia alguna letra y cuando la palabra no se entienda. No se toma en cuenta el tipo de letra ni la ortografía.
6	Que al menos 6 palabras estén escritas correctamente (aungue estén salteadas)	Las palabras son incorrectas cuando no aparece o cambia alguna letra y la palabra no se entienda. No se toma en cuenta el tipo de la letra ni la ortografía
7	Cuando se escribe al menos, un enunciado completo y expresa un idea clara	Al menos 60% de las palabras escritas deben estar correctas
8	Que al menos escriba 2 cifras correctamente	

*Se califica con "1" ó "0" cada reactivo.

NÚMERO DE EJERCICIO	CASOS EN QUE SE CALIFICA CON 1*	CONSIDERACIONES
9	Que al menos escriba una cifra correctamente	
10	Que al menos resuelva correctamente 3 sumas	
11	Que al menos resuelva 2 sumas	
12, 13	Que al menos resuelva 3 restas	
14	Cuando se utiliza la operación adecuada y el resultado correcto	Debe aparecer tanto la operación como el resultado, no importa que ambos se anoten en un lugar diferente al que se pide
15, 16	Cuando al menos lee 2 palabras correctamente	Una palabra se lee mal cuando se omiten una o se cambian por otras. Esta consideración es válida también para los siguientes ejercicios
17	Cuando al menos lee 3 palabras correctamente	
18	Cuando al menos lee 11 palabras correctamente	
19	Cuando al menos conteste una de las preguntas	
20	Cuando al menos conteste "porque los árboles mantienen limpio el aire"	
21	Cuando al menos conteste la primera pregunta	

*Se califica con "1" ó "0" cada reactivo.

VII CALCULO DE CALIFICACIONES

Una vez calificados los ejercicios se cuenta por adulto, el número de aciertos global y por áreas; anótelas en el lugar correspondiente de la carátula. Para ésto considere que las áreas y el conteo global contengan los ejercicios siguientes:

Global: Comprende todos lo ejercicios

Escritura: Del ejercicio 1 al 7

Matemáticas: Del ejercicio 8 al 14

Lectura: Del 15 al 21

Para calcular las calificaciones se localizan en el cuadro del lado derecho los aciertos por área y global alcanzados por cada adulto; dichas calificaciones las anotará en el lugar correspondiente a la carátula.

GLOBAL		AREAS (LECTURA, ESCRITURA Y MATEMATICAS)	
No. de Aciertos	Calificación	No. de Aciertos	Calificación
21	10	7	10
20	9.5	6	8.6
19	9.0	5	7.1
18	8.6	4	5.7
17	8.1	3	4.3
16	7.6	2	2.9
15	7.1	1	1.4
14	6.7	0	0
13	6.2		
12	5.7		
11	5.2		
10	4.8		
9	4.3		
8	3.8		
7	3.3		
6	2.9		
5	2.4		
4	1.9		
3	1.4		
2	1.0		
1	0.5		
0	0		

VIII CRITERIOS PARA DETERMINAR LA UBICACION DE LOS ADULTOS

Con base en las calificaciones obtenidas en la Evaluación Diagnóstica-Final se aplicarán los siguientes criterios, tanto para promover a un adulto a primaria, coma para establecer quiénes necesitan reforzamiento o en su caso que adultos recursarán nuevamente el proceso; todo ello, con el propósito de asegurar el aprovechamiento y la calidad del mismo.

Cabe mencionar que dichos criterios son válidos para la Evaluación Diagnóstica así como para la Final.

CALIFICACION	CRITERIO	RECOMENDACION
De 9.0 a 10	*Se promoverá directamente al adulto a Primaria.	
De 6.7 a 8.6	*Se dará reforzamiento de un mes.	El reforzamiento estará fundamentado en aquellas habilidades que no se dominen en su totalidad.
De 0 a 6.2	*Será captado al proceso de Alfabetización en caso de que esta calificación la obtenga en la Evaluación Diagnóstica. *Si se obtiene al finalizar el proceso será conveniente que el adulto recurse la modalidad.	En el caso de que en la evaluación final el adulto no logre obtener la calificación requerida, ya sea para el reforzamiento o para la acreditación, al adulto se le dirá que es necesario que permanezca un tiempo más (3 meses) con el propósito de que concluya con las habilidades suficientes para su incorporación al siguiente nivel.

INSTITUTO NACIONAL PARA LA EDUCACION DE LOS ADULTOS
DIRECCION DE ALFABETIZACION

CUESTIONARIO PARA EL ALFABETIZADOR

VOLUNTEER:_____ CITY:_____ TRAINER:_____

Conteste este cuestionario cuando termine el libro del adulto. sus respuestas son muy importantes para mejorar cada vez más los materiales que utilizan en su grupo. Una vez contestado este cuestionario, entréguelo a su entrenador regional.

Marque con una X las opciones que contengan su respuesta.

1. ¿Los temas que se tratan en los enunciados de las unidades fueron interesantes para los adultos?
   SI ( ) NO TODOS ( )
   ¿Cuáles sí?
   UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

2. ¿Los ejercicios de cada unidad fueron suficientes para que los adultos practicaran lo que aprendieron?
   SI ( ) NO ( )

3. ¿Cuál lección fué la más difícil de desarrollar?

   UNIDAD 1, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 2, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )
   UNIDAD 3, Lección:1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7.( )

4. ¿Cuál lección le gustó más a sus adultos?

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

5. ¿Cuál lección fué la más fácil para ellos?

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

6. ¿Qué tipo de ejercicio les agradó más?

a)	Completar palabras o enunciados	( )
b)	Escribir palabras o enunciados	( )
c)	Unir con una línea dos columnas	( )
d)	Formar enunciados con letreros	( )
e)	Platicar del tema del enunciado	( )
f)	Unir puntos para formar dibujos	( )
g)	Contar y escribir números	( )
h)	Hacer cuentas	( )
i)	Otro (s) _____	( )

7. ¿De este libro cuáles dibujos fueron más atractivos para los adultos?

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

8. ¿Hubo dibujos que no fueron claros para usted o para los adultos?

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

9. ¿Son suficientes las ilustraciones de cada unidad?

UNIDAD 1, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 2, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )
UNIDAD 3, Lección:1. ( )	2. ( )	3. ( )	4. ( )	5. ( )	6. ( )	7.( )

10. ¿Qué sugeriría usted para mejorar esta libro?

a)	Platicar de otros temas con los adultos	( )
b)	Incluir más ejercicios	( )
c)	Realizar más actividades dinámicas	( )
d)	Cambiar el tipo de dibujos	( )
e)	Ser más claros en las insttrucciones	( )
F)	Otra (s) _____	( )

Muchísimas gracias por su cooperación.

Exhibit E

"Educación Sin Fronteras" Presentation Handouts

"Educación Sin Fronteras"

An Adult Literacy Project

Presented at the meeting of:

California Department of Education
Binational Programs

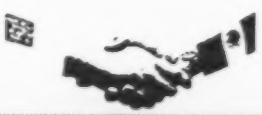
June 29, 1993

USA/MEXICO
ADULT LITERACY TASK FORCE

- Background

PRESIDENT'S MEETING
AUGUST 1990

- Memorandum of Understanding
- Coordination in Education Project



SECRETARIES' MEETING
OCTOBER 1991

- Addendum to MOU
- Coordination of border education projects at all levels

USA/MEXICO ADULT LITERACY TASK FORCE

ADULT EDUCATION DIRECTORS AND INEA DIRECTORS OF BORDER STATES
DECEMBER 1991

- Study migrant patterns
- Review Mexican literacy materials
- Establish a USA/Mexico Adult Literacy Task Force

ACCOMPLISHMENTS

- Understanding of Mexico's adult education system

INEA

- Instituto
- Nacional
- Educacion
- Adultos

CENTRALIZED

- Community solidarity
- Volunteers
- Study circles
- Autodidactic
- Radio and video

INEA:

- Organizational structure at the community level
- Services offered

REVIEW OF MATERIALS

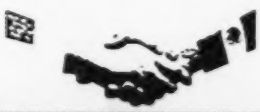
- Urban and Rural literacy
- Indian language literacy
- Cassette tape instruction

SHARE ASSESSMENT APPROACHES

- CASAS
- ECS
- INEA literacy certification

SHARE STAFF DEVELOPMENT PRACTICES

- INEA's volunteer training
- California's Staff Development Models



BINATIONAL MEETING (in Queretaro)

- Review of accomplishments
- Plans for future cooperation

1993...

- Implement INEA's approach
  - Train 10 trainers
  - Train 100 volunteers
  - Promote literacy for Native Spanish Speakers

1993...

- Develop immigrant rights curriculum
  - curriculum resource guide
  - 20 sample lessons
  - train users

1993...

- Evaluate competencies of INEA's elementary level curriculum.
- Coordinate USA/Mexico Border Literacy Task Force
  - Coordinate research activities
  - Develop a collaborative workplan to solicit financial support

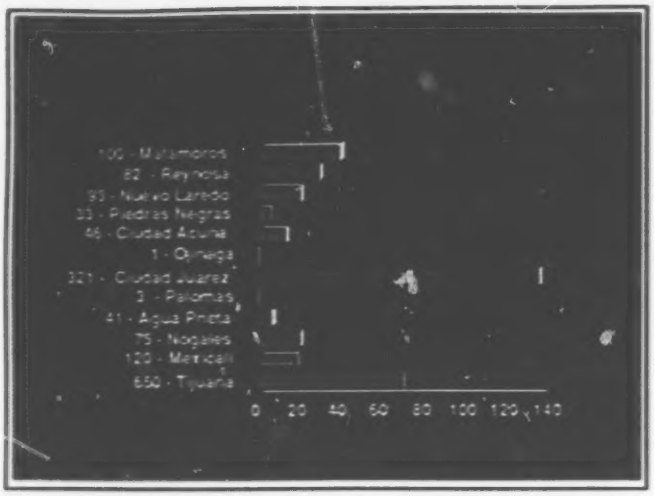

100 - Matamoros
82 - Reynosa
93 - Nuevo Laredo
33 - Piedras Negras
46 - Ciudad Acuna
1 - Ojinaga
321 - Ciudad Juarez
3 - Palomas
41 - Agua Prieta
75 - Nogales
120 - Mexicali
650 - Tijuana
0 20 40 60 80 100 120 140

Exhibit F

Sample Correspondence

Date: October 7, 1993 8:33 am PT Item: 301E3CC

From: RICHPL Phyllis L. Rich

To: DORSEY HOLDA DORSEY

Subj: WORKBOOKS FOR PRELITERATE ESL PILOT

Thanks for sharing the workbooks with us here in Nevada. The ESL programs that are going to participate in the pilot are excited. They have expressed the need for something that works for their preliterate students. It apears that there are many of them here in Nevada.

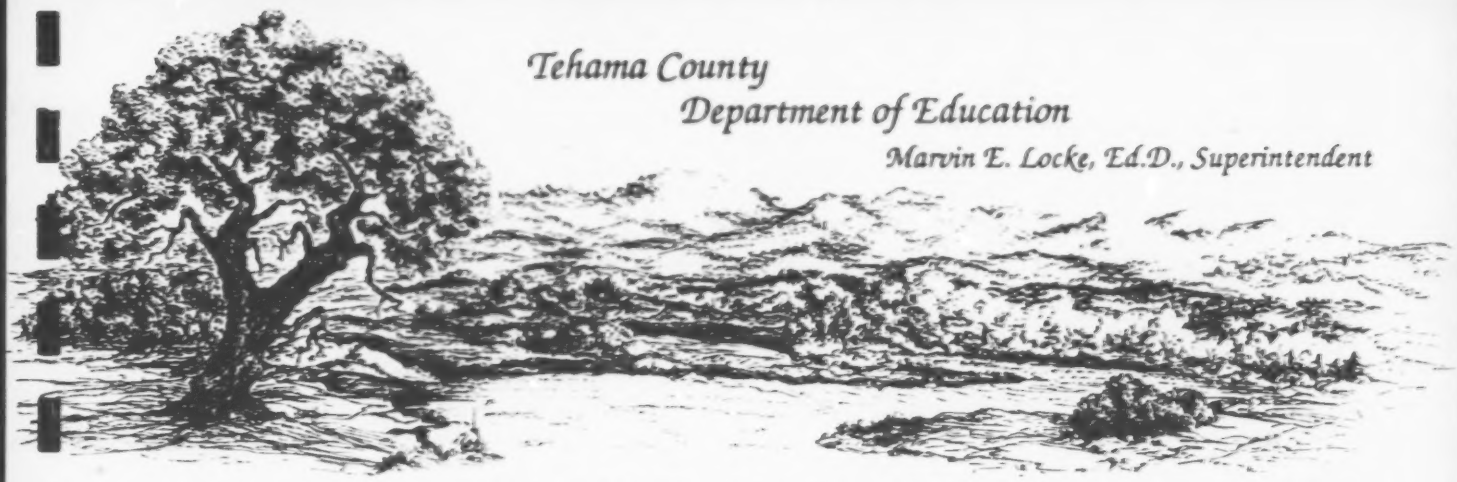
Please mail the number of books (sets?) to each site that I have listed below. Are these sets that start at the beginning and transition to English? I have also incuded a count of 65 to my office. These I will distribute to smaller sites to save you time packaging them.

Number 65
Phyllis L. Rich
Adult Education, Room 204
Nevada Department of Education
Capitol Complex
400 W. King Street
Carson City, Nevada 89710

Number 25
Mary Malley
Adult Basic Skills Center
Community College of Southern Nevada
2409 Las Verdes
Las Vegas, Nevada 89102

Number 20
Cliff Ferry, Director
Research and Assessment
Northern Nevada Community college
901 Elm Street
Elko, Nevada 89801

Thank you very much for your time and effort.



Tehama County
Department of Education
Marvin E. Locke, Ed.D., Superintendent

1135 LINCOLN STREET • POST OFFICE BOX 689 • RED BLUFF, CALIFORNIA 96080 • (916) 527-5811
FAX (916) 529-4120

April 13, 1993

Holda Dorsey, Staff Development
OTAN
15377 East Proctor Avenue
City of Industry, California 91745

Dear Holda:

Por fin! We are finally returning your books. Thank you for being so patient (Matt sends his warmest regards). I enjoyed meeting you at the INEA conference, and I'm looking forward to working together spreading Spanish literacy throughout the land. Or at least in Northern California.

I know we won't have the materials for some time yet, but we've been identifying potential tutors and students. We may have to start out small, but so far the reception has been enthusiastic.

I hope to hear from you soon. Again, thank you for being so attentive to our needs and for making the conference a positive experience.

Sincerely,

Shannon Foster

Shannon Foster, Adult Education Coordinator
Tehama County Even Start

Enclosures

SALINAS
ADULT
EDUCATION

J. CORINNE PRICE, DIRECTOR
MICHAEL RODDY, ASST. DIRECTOR

• ADULT BASIC EDUCATION
HIGH SCHOOL COMPLETION
• G.E.D.
Robert B. Helm,
Coordinator
(408) 753-4265

CREATIVE LIVING PROGRAM
HOME ECONOMICS
OLDER ADULTS
SUBSTANTIALLY HANDICAPPED
COMMUNITY EDUCATION
• VOCATIONAL EDUCATION
Diane Hendricks,
Coordinator
(408) 753-4268

ENGLISH AS A SECOND LANGUAGE
• CITIZENSHIP
Sharon Miller,
Coordinator
(408) 753-4269

PARENT EDUCATION
HEALTH & SAFETY EDUCATION
Carole Singley,
Coordinator
(408) 753-4273

Tuesday, June 1, 1993

Dear Holda,

Enclosed is my "plan of action" for implementing the "U.S./Mexico Adult Literacy Training." As suggested by you, I will not begin recruitment and training of volunteers or student recruitment until I have the materials in hand. However, I am ready to go!

As you can see from my "plan of action," Salinas Adult School will not be giving classes except at designated sites. The director of our school (Corinne Price) is concerned about liability, so we will be working within that constraint.

Thanks for the update.

Sincerely,

Jill DeGrange

A:\UPDATE.LIT

SALINAS UNION HIGH SCHOOL DISTRICT
SALINAS ADULT SCHOOL • 20 SHERWOOD PLACE • SALINAS, CALIFORNIA 93906 • (408) 753-4260

PLAN OF ACTION

from Salinas Adult School

April, 1993

1. Obtain Materials

Let Holda know which materials to send and how much

Holda Dorsey will send materials

2. Recruit Volunteers to Facilitate "teach"

Recruit from

ESL students
MIIS students
retired teachers
community: Spanish radio & TV

for period of time

3. Recruit Students

Spanish radio & TV
flyers in community
announcements at events
announcements at churches

THE PROGRAM

Location
at SAEC or Mt. Toro (not at students' homes due to liability)
churches?

Classes & Materials

A:\PLAN.LIT

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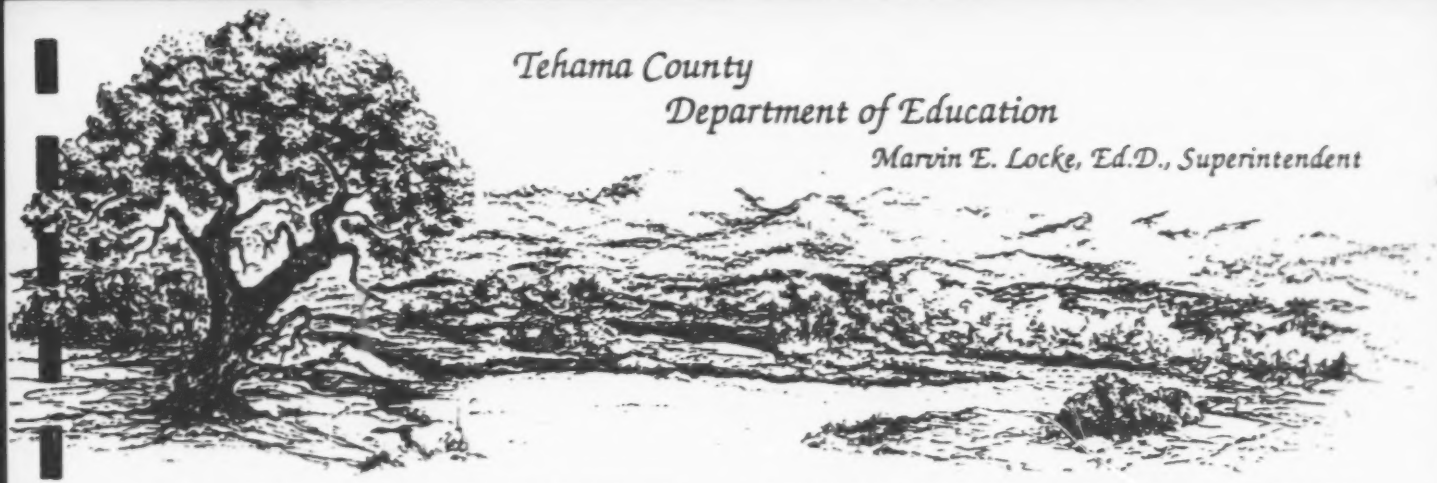


Tehama County
Department of Education
Marvin E. Locke, Ed.D., Superintendent

1135 LINCOLN STREET • POST OFFICE BOX 689 • RED BLUFF, CALIFORNIA 96080 • (916) 527-5811
FAX (916) 529-4120

August 27, 1993

Holda Dorsey, Adult Literacy Coordinator
OTAN
15377 E. Proctor Ave.
City of Industry, CA 91745

Dear Holda:

Here's "the goods." Our program is starting out small and tentative, but I'm sure it will grow rapidly. I will be holding a training for the tutors September 9, after which we will be able to begin in earnest. As names and numbers fluctuate, I will let you know.

Thank you for supporting adult literacy and for being such a great help.

Sincerely,

Shannon Foster

Shannon Foster
Adult Education Coordinator
Even Start Consortium

MONTEBELLO UNIFIED SCHOOL DISTRICT
MONTEBELLO ADULT SCHOOL
Ford Park Community Adult School

(213) 927-7759

To: Holda Dorsey Date: 6/9/93

From: **DOLORES TORREZ CASTELLANOS**
Resource Teacher

Hi, I'm so glad to hear from you. Just last night one of the persons I have recruited asked if I had heard anything about the materials.

To date I have 3 persons here in my area who are interested in teaching reading and writing. In addition there is 1 other person I want to recruit. She started classes here at Ford Park Adult in my Spanish Literacy class four years ago. She needed a good review. This semester is her last semester of ESL. She'll be in the high school program for Summer School. She would be great for this project. She said yes!

I truly enjoyed our two days of training and was left with wanting more information about how to present the materials to the volunteers.

My mother who lives in Colorado wants to be a volunteer. She's all excited about my participation in this project.

However, I have done no training, as I feel that I should be able to give the volunteers the materials when I do the training.

Sincerely,
Dolores
Dolores

JUN 9 2 REC'D

8/27/93

Dear Nelda,

Before leaving on vacation, I want to update you on what's happening. We've had 3 training sessions with the volunteers.

Not too much has been done with the students because summer school ended and everyone dispersed.

An outreach has been done to the community and thus far the response has been negligible, maybe because of summer vacations.

Talk to you in September when I return.

Love
Dolores

Continuing Education

Templo Calvario Legalization
& Education Center

9227 Haven Avenue • Suite 340
Rancho Cucamonga, California 91730
(714) 948-5229 • Fax (714) 948-5329

September 22, 1993

Holda Dorsey, Coordinator/Jerilynn Domenico, Facilitator
US/México Adult Literacy Project -- OTAN
15377 E. Proctor Avenue
City of Industry, CA 91745

Ms. Dorsey and Ms. Domenico,

Enclosed you will find copies of the letters that I sent out to two churches and the Tutor Profile Sheet. I have not enclosed the Student Profile Sheet because we have no students.

As I stated in my phone conversation with Ms. Domenico, Ms. Martínez is in charge of the recruitment of tutors and students for the US/Mexico Adult Literacy Project but I have tried to put together a group of my own in the Inland Empire as her efforts are concentrated in the area of Los Angeles.

I mailed the two enclosed letters and received no response. At the beginning of this month, I met a faculty member of a Corona/Norco High School who was looking for a Spanish literacy facilitator for the parents of the students to involve them in the education process. She mentioned she had about 20 parents that wanted to participate and promised to get back to me. I have not heard from her since.

We are very much interested in participating in this project but, as you can see, we are having problems starting the groups. We would appreciate any pointers that you might be able to give us.

If you need any further information, please contact me. Anytime that you can not get in touch with Ms. Martínez, please feel free to contact me and I will relay any information to her.

Sincerely,

Ilsa Garza
Adult Education Coordinator

PROYECTO HERMANOS SIN FRONTERAS
BROTHERS WITHOUT BORDERS PROJECT
9227 HAVEN AVENUE • SUITE 340 • RANCHO CUCAMONGA, CA 91730
(909) 948-5229 • FAX (909) 948-5329

August 2, 1993

Father Tom Wallace
St. James Catholic Church
269 W. 3rd St.
Perris, CA 92570

Dear Father Wallace:

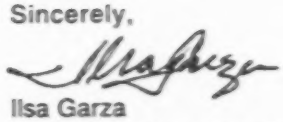
My name is Ilsa Garza and I am the Adult Education Coordinator for TCL&E, Inc. I am writing to you at this time to give your Latin American parishioners the opportunity to participate in a volunteer, community-service project of TCL&E, Inc. We are a non-profit organization dedicated to the educational field for more than 30 years.

Proyecto Hermanos Sin Fronteras (Brothers Without Borders Project) is a result of the U.S./Mexico Adult Literacy Program being sponsored by Instituto Nacional para la Educacion de Adultos (INEA) and the Outreach and Techical Assistance Network (OTAN). The Mexican government has supplied OTAN with all of the materials necessary to provide an Adult Spanish Literacy class. INEA is a decentralized body from the public federal administration in Mexico and was created by a presidential decree in 1981. INEA's main objective is to succeed in that all persons over the age of 15 should be able to read, write, and do basic math and be given the opportunity to begin or complete an elementary education. For all the participants who successfully complete the Spanish Literacy course, Mexico will provide an official certification of completion of elementary education (sixth grade) from Mexico. INEA will personally come to present the certification. For students who do not graduate, Mexico will provide a "constancia" stating that the participant has completed a certain amount of hours.

Having taught English as a Second Language and Citizenship in the Perris area and having attended your parish on several occasions, I am familiar with some of the educational needs of many of your parishioners. As you are probably well aware, many of our Latin American immigrants have not completed a primary education in their country of origin. Now they are being offered the opportunity to learn how to read and write in their native language and to do basic arithmetic problems, free of charge. As an extra incentive, the above certification from the Mexican government is available to immigrants from all Latin American countries, not just Mexican nationals. All we ask of you, is to supply the space to conduct the classes and the participants. We would be interested in beginning a course with 10-15 participants. All of the materials will be provided and all of the tutors are volunteering their time to teach the courses. Pre-requisites for the participants is that they not have completed a sixth grade level education in their native Spanish language.

We hope that your parish can benefit from this project. If you would like more information or have any questions, please contact me at (909) 948-5229. I look forward to hearing from you.

Sincerely,



Ilsa Garza
Adult Education Coordinator

PROYECTO HERMANOS SIN FRONTERAS
BROTHERS WITHOUT BORDERS PROJECT
9227 HAVEN AVENUE • SUITE 340 • RANCHO CUCAMONGA, CA 91730
(909) 948-5229 • FAX (909) 948-5329

August 3, 1993

Father Rafael Partida
Our Lady of Guadalupe Shrine Catholic Church
2858 9th St.
Riverside, CA 92507

Dear Father Partida:

My name is Ilsa Garza and I am the Adult Education Coordinator for TCL&E, Inc. We are a non-profit organization dedicated to the educational field for more than 30 years. At this time, I am writing to you to give your Latin American parishioners the opportunity to participate in Proyecto Hermanos Sin Fronteras, a volunteer, community-service project of TCL&E, Inc.

Proyecto Hermanos Sin Fronteras is a direct result of the U.S./Mexico Adult Literacy Program being sponsored by the Instituto Nacional para la Educacion de Adultos (National Institute for the Education of Adults), otherwise known as INEA, and the Outreach and Technical Assistance Network (OTAN). The Mexican government has supplied OTAN with the materials necessary to provide Adult Spanish Literacy classes to Latin American immigrants living in the United States. INEA is a decentralized body from the public federal administration in Mexico and was created by presidential decree in 1981. INEA's main objective is to succeed in that all persons over the age of 15 should be able to read, write, and do basic math in their native language, and be given the opportunity to begin or complete an elementary education. For all of the participants who successfully complete the Spanish Literacy course, Mexico shall provide an official certification of completion of elementary education (sixth grade) from Mexico. INEA will personally come to present the certification. For students who do not graduate, Mexico will provide a "constancia" stating that the participant has completed a certain number of educational hours.

Having attended services at your parish on various occasions and being familiar with the area in which Our Lady of Guadalupe Shrine is located I am aware that a large number of your parishioners are of Latin American descent. As you are probably well aware, many of our Latin American immigrants have not completed a primary (sixth grade level) education in their countries of origin. Now they are being offered the opportunity to learn how to read and write in their native language and to do basic arithmetic problems, free of charge. As an extra incentive, the above mentioned official certification is available to all Latin Americans not just Mexican nationals. I am personally very interested in tutoring a group at your parish. All that we are asking of you is to supply the space to conduct the classes and to refer to us a group of 10-15 participants. All of the materials will be provided and our tutors are all volunteering their time. Eligible participants are Latin American adults over the age of 18 that have not completed an elementary level education. We can begin the classes as soon as possible with a group of 10-15 people.

We hope that your parish can benefit from this project. If you would like more information or have any questions, please contact me at (909) 948-5229. I look forward to hearing from you.

Sincerely,

Ilsa Garza
Adult Education Coordinator

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PORTERVILLE ADULT SCHOOL

563 West Olive Avenue
Porterville, CA 93257
(209) 782-7030

Wade Crawford
Director

Mercedes Garcia
Asst. Director

GAIN PROGRAM
Gary Ingraham, Coordinator
(209) 782-7020

PORTERVILLE PUBLIC SCHOOLS
INDEPENDENT STUDY
PROGRAM
Suzanne Weldon,
Coordinator
209) 782-7072

BUSINESS CAREER CENTER
Deborah Dodd, Instructor
209) 782-7048

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To HOLDA DORSEY	From MERCEDES GARCIA
Co. OTAN	Co. PORTERVILLE
Dept. US/Mex Literacy Proj	Phone # (209) 782-7030
Fax # (818)-855-7025	Fax # (209) 781-4443

Otober 8, 1993

Holda Dorsey, Coordinator
US/Mexico Adult Literacy Project
OTAN
15377 E. Proctor Ave.
City of Industry, Ca 91745

Holda,

I am sending you some information which will update the progress of the literacy project in the San Joaquin Valley.

On Thursday, September 30, an inservice session was held for people interested in serving as volunteer tutors in the literacy project. The list of people present is enclosed. Two people from Clovis Adult School attended who were mostly interested in knowing more about the program. They have not indicated whether or not they will participate.

These are some of the outcomes of the meeting:

Volunteers

1) One volunteer from Visalia is interested in working in that city. We would need to work out a plan for how he could set up a program there.

2) One volunteer from Terra Bella is interested in working there in conjunction with out ESL class which is held there.

3) Three volunteers were from Porterville. They can work in conjunction with out ESL program at Porterville High School.

4) Since the meeting, other people have called and offered to volunteer in Porterville.

Suggestions

1) Coordination of Program: Rosalinda Teller agreed to coordinate the program. She is an Instructional Assistant in the Porterville Adult School ESL evening program, and during the day she is an instructional assistant in the Migrant Education program at Vandalia Elementary School. She has over 17 years experience and also has experience as a teacher. She has contact with the children of parents who need literacy skills and would be an asset to the literacy project through her tireless energy. Her day number is 782-7260.

2) Tapes: Would it be possible/desireable to work with a local radio station so that the lessons may be available on the air?

3) Video: It would be helpful to have an instructional video prepared for volunteers to assist in training them for the use of materials and in appropriate methodology.

Needs

1) We need books for the Urban Population, as the higher level would be more appropriate for some of our prospective students.

2) We need these materials:

Instructivo del Alfabetizador (10)
Instructivo General de la Evaluación (10)
Seguimiento del Proceso de Alfabetización (10)

Plan for Implementation

1) Recruit Volunteers

--Flyers were sent to all the Adult Schools in the San Joaquin Valley

--Three Spanish language radio stations and one TV station announced the program and the training session.

2) Training session

Septemer 30 a training session was held for volunteers at Porterville Adult School

3.) Recruitment of students

A meeting is scheduled for Wednesday, October 13 so that volunteers can plan strategies for recruiting students and organizing service delivery.

It is regretful that I will not be able to continue working in this program as I will be leaving the area for another position. It has been a pleasure working with you, and I hope the program will flourish.

Sincerely,

Mercedes García

Mercedes García
Assistant Director
Porterville Adult School

US/Mexico Literacy Project - Inservice

Sept 30, 1993
Porterville Adult School

	Name & Address	Agency	Phone
1.	Mercedes Garcia 568 W. Olive Ave, Porterville	Porterville Adult School	(209) 782-7030
2.	Linda Scambray 901 Fifth St, Clovis	Clovis Adult	209-292-3558
3	Sherry McClelland "	" "	" " "
4	Maria Wenzel	Olive St.	782-3380
5	Rosalinda Telles Migrant Ed. 754 W. Montgomery	Visalia	782-7260 Home 781-0595
6	Rosalba Tirado 79 S. Cottage St	7	783-1647
7	FELIX RODRIGUEZ 1913 W. BUENA VISTA AV VISALIA CA. 93291		635-99.59
8	ALFREDO MARTINEZ P.O. BOX. 10863 TERRA BELLA CA. 93270		535-29-35
9			

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INSERVICE ON TEACHING LITERACY SKILLS TO SPANISH-SPEAKING ADULTS

The US/Mexico Border Project, sponsored through OTAN (Outreach and Technical Assistantce Network) has trained 10 people from different regions in California in the areas of teaching literacy skills to Spanish-speaking adults. The Mexican government, through their educational system, has provided some materials for this purpose. Some of these materials will be provided at this workshop.

This session is designed for people who will be involved as a volunteer tutor in the San Joaquin Valley. Interested teachers, aides, or administrators are welcome to attend. It will be held at:

Porterville Adult School
Room 2
568 W. Olive Avenue
Porterville Ca 93257

on

Thursday, September 30, 1993
4:00-6:00 p.m.

Presenter: Mercedes Garcia, Assistant Director, Porterville Adult School

The program is modeled after INEA, Mexico's volunteer tutoring program, and can be adapted to local needs in our particular areas.

Please call (209)782-7030 to register over the telephone or return this form by mail or fax (209-781-4943)

****

_____ _____
Name of participant Title

_____ _____
School or district Telephone

_____

_____

_____
Address

OTAN

a 19 de enero de 1993

Dr. Geraldine Novelo Oppenheim
Director de Contenido y Materiales
INEA

Mi muy querida Geraldine:

Antes que nada quisiera desearte un feliz año 1993, lleno de prósperidad y éxito.

Has de pensar que me caí al infierno. Pero no aquí estoy todavía, tratando de ver si podemos salir adelante con el proyecto binacional. Hemos tenido unos cuantos problemas de dinero (¿quién no?) pero por fin aprobaron el presupuesto para poder seguir implementando la filosofía de INEA en los programas de alfabetización de hispanohablantes en California.

Nos han pedido que desarrollemos un objectivo y basado en el éxito de este objetivo, el estado de California decidirá que otros objetivos se podrán investigar o implementar.

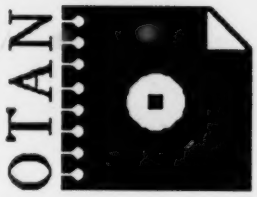
El objetivo es de entrenar a diez personas en la filosofía y metodología de INEA para desarrollar un programa de alfabetización. Estas diez personas a su vez entrenarán a diez voluntarios, los cuales a su vez darán servicio a diez adultos que necesiten alfabetización.

Si fuera posible contar con tu ayuda y guia, te lo agradecerémos muchísimo. Yo preferiría que tú entrenaras a los diez participantes, pero si no te es posible quizá me podrías recomendar a alguién de la Delegación de Baja California. Más que nunca necesito tu asesoría.

Esperando tu respuesta, quedo tu atenta admiradora<

Holda Dorsey
OTAN

Outreach and Technical Assistance Network • 15377 E. Proctor Ave. • City of Industry, CA 91745



March 1, 1993

Dear XXXXXXXXXX,

Thank you for volunteering to participate in the U.S.A./Mexico Adult Literacy Project. Because of your agency's location and targeted population, we are delighted that you decided to participate in the project. We have carefully selected only 10 agencies at this time to participate in this pilot project. We hope to eventually expand, but for the time being we believe that we need to provide a strong support system for the chosen 10 agencies.

To ensure we are on the right track, it would be helpful to review the objectives of the project. We will be implement INEA's (Instituto National para la Educacion de los Adultos) approach and philosophy to promote literacy for a Native Spanish speakers. To accomplish this, we selected 10 agencies to participate in the pilot project. Each agency selected and named an individual based on the following criteria:

1. Fluent in speaking, reading, and writing Spanish.

2. Willing to participate in the March 23rd & 24th INEA training.

3. Willing to be responsible for recruiting and training 10 volunteers on INEA's approach.

4. Willing to assist the 10 recruited and trained volunteers in recruiting 10 students each.

5. Willing to supervise and assist the 10 recruited and trained volunteers in their student tutoring efforts.

6. Willing to prepare progress reports of the program.

Geraldine Novelo (Director of Methods, Materials and Curriculum) will be conducting the two day training session on March 23rd & 24th. The

training will be in Spanish.

We are delighted that XXXX has been selected as your representative. A copy of this letter, map, and agenda are being mailed to XXXX.

There are some perks for your agency. XXXX will receive free training on how to use the INEA materials and the philosophy behind it. XXXX will also receive the INEA materials for free.

When making travel arrangements, we recommend flying into the Ontario airport. We will try to coordinate an Ontario airport pick up on March 23rd at 8:00 a.m. The Marriot Courtyard in Hacienda Heights has room rates of $54.00 per night and is conveniently located. Their phone number is (818) 965-1700.

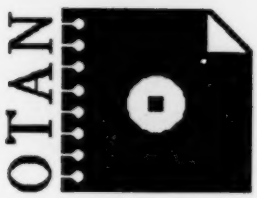
We hope you are as excited about the project as we are. We are looking forward to the training on March 23rd & 24th and to a solid relationship.

Cordially,

Holda Dorsey, Coordinator
Jerilynn Domenico, Facilitator
US/Mexico Adult Literacy Project

Enc.: Map to our facility
Tentative Agenda

c.c.: XXXX



We were delighted at the outcome and enthusiasm of the agencies that participated in the two day INEA training given by Geraldine Novelo (Director of Methods, Materials and Curriculum) and Veronica Mendoza (Assistant Director of Methods, Materials and Curriculum). INEA agreed to share their materials at no cost to those agencies volunteering in the project. We hope to receive the materials from INEA and deliver them to you as soon as possible.

Via email or the traditional U.S. mail, we would like an update on the progress made in each of the programs. We would like this information by June 30, 1993. Please include in the report your current status and the progress made (if any) in the following areas:

1. Recruitment and training of 10 volunteers on INEA's approach.
2. Assistance required by the 10 recruited and trained volunteers to recruit 10 students each.
3. Supervise and assist the 10 recruited and trained volunteers in their student tutoring efforts.

If you have any questions, please email DORSEY or call (800) 894-3113. We look forward to hearing from you.

Cordially,

Holda Dorsey, Coordinator
Jerilynn Domenico, Facilitator
US/Mexico Adult Literacy Project

OTAN

City of Industry, Calif. a 24 de mayo de 1993

Dra. Geraldine Novelo Oppenheim
I.N.E.A.
Directora de Cóntenidos, Métodos y Materiales
El Relox No. 16
Colonia San Angel
México, D.F. México C.P. 01000

Estimada Geraldine:

Antes que nada quisiera agradecerles, a tí y a Verónica, por haber aceptado conducir el entrenamiento de promotores de alfabetización en el estado de California. Como siempre fué un placer el escuchar tu presentación. Todos los participantes aprendieron muchísimo y sobretodo se entusiasmaron ante la posibilidad de realizar en una forma sistemática la labor de alfabetización de los adultos hispanohablantes en California.

Como recordarás, hemos planeado comenzar con diez programas que representan distintos tipos de organizaciones involucradas en la enseñanza de los adultos: escuelas para adultos, organizaciones comunitarias, bibliotecas públicas, programas de alfabetización y hasta programas de educación familiar. También representan distintas areas geográficas desde los valles rurales del norte, hasta las urbes populosas de Los Angeles.

De acuerdo con las pláticas sostenidas durante esa visita y con el apoyo generoso del Maestro Fernando Pérez Correa, quisiera confirmar la promesa de proporcionarnos los materiales necesarios para llevar a cabo la labor de alfabetización.

Necesitamos 10 juegos de cintas para el programa urbano de radio; 110 instructivos del alfabetizador; 1,000 libros del adulto; 1,000 cuadernos de ejercicios; y los materiales apropriados para evaluación y certificación. Si les es más expediente mandarlos a Tijuana o a Mexicali yo con gusto iré a recogerlos

Agradecemos de antemano su generosidad.

Espero la oportunidad de saludarla en persona en una próxima reunión.

Cordialmente

Holda E. Dorsey
Directora de Capacitación
OTAN

OTAN

A 24 de mayo de 1993

Profra. Leticia Maldonado K.
Delegada Estatal
INEA
Av. de los Héroes S/N
Mexicali, B.C.

Estimada Leticia:

Hace muchas semanas que te debemos una carta. Desgraciadamente los educadores del California son lentos en responder.

Incluyo en esta carta un cheque a nombre de INEA que esperemos pueda ayudar a aminorar la desgracia de los damnificados. Nos apena no sólo el sea tan tarde sino tan pequeña la contibución.

Atentamente,

Mtra. Holda Dorsey
OTAN

OTAN

June 7, 1993

Sr. Lic. Marco Antonio Esponda
Secretario de Educación y Bienestar Social
Gobierno del Estado de Baja California
Pasaje Vallarta No. 1181
Altos, Centro Cívico
Mexicali, Baja California

Estimado Licenciado:

Fué un placer haber podido intercambiar saludos con usted durante el seminario sobre la educación en Albuquerque.

Entre los temas mencionados por los representantes de México estuvo la búsqueda de la participación social en el sistema educativo por medio de del establecimiento de consejos escolares.

Me tomo la libertad de mandarle una copia que acabo de encontrar de un artículo en ese tema que quizá le sea interesante. También incluyo una bibliografía de otros artículos que puedo recibir por medio de nuestra red de comunicación y hacerle llegar si le parecen interesantes.

Otra vez le agradezco el haberme regalado su banderita mexicana, la cuidaré con cariño y la llevaré con orgullo.

Ojalá tengamos la oportunidad de colaborar en programas educativos para el beneficio de los hispanohablantes en ambos lados de la frontera.

Atentamente,

Mta. Holda del Rivero de Dorsey

Outreach and Technical Assistance Network • 15377 E. Proctor Ave. • City of Industry, CA 91745

OTAN

June 11, 1993

Lic. Sofía Orozco Aguirre
Subdirectora de Proyectos Educativos
Programa para las Comunidades
Mexicanas en el Extranjero

Dear Sofía:

It was a pleasure meeting you in Albuquerque. It was very exciting to see how many people in the border states educational communities are interested in collaborative efforts.

As you know, I am very interested in promoting Spanish literacy programs for adults in California. For over a year we have been working in cooperation with INEA to establish a task force to this end. It is our belief, as I presented it in Albuquerque, that adult education has an integral role in the education of young children and in the training of the border workforce.

I am very interested in the education component of your Program for Mexican Communities Abroad. I feel very strongly that collaboration between California Department of Education, Adult Education Programs and the Mexican Consulates in California is crucial. Together we can provide a more effective and far reaching program for our people.

I hope you remember to send me information about the literacy programs sponsored by the consulates and maybe we can organize an informal meeting among consulate representatives and educators.

Cordially,

Holda Dorsey, Coordinator
US/Mexico Adult Literacy Task Force
"Educación Sin Fronteras"

Outreach and Technical Assistance Network • 15377 E. Proctor Ave. • City of Industry, CA 91745

SECRETARÍA
DE
RELACIONES EXTERIORES

PROGRAMA PARA LAS COMUNIDADES
MEXICANAS EN EL EXTRANJERO.
DIRECCION DE PROMOCION
EDUCATIVA Y SOCIAL.

811

CME.-

México, D.F., 27 de julio de 1993.

HOLDA DORSEY, COORDINATOR
US/MEXICO ADULT LITERACY TASK FORCE
"EDUCACION SIN FRONTERAS"CE
P r e s e n t e

Te pido una disculpa por no haberme comunicado antes, pero he estado fuera de México y no había tenido la oportunidad de hacerlo. Como te ofrecí en Alburquerque, adjunto te envío toda la información sobre los programas de educación para adultos, los mecanismos de operación y la relación de los coordinadores que llevan a cabo varios de estos programas a través de nuestros consulados de México, Centros o Institutos Mexicanos en ese país. Por el momento te hago llegar dos juegos de primaria para adultos y dos de alfabetización para su revisión.

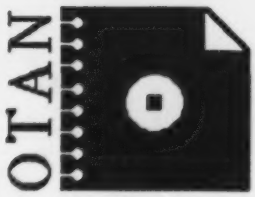
Así mismo recibirás el último ejemplar de nuestro periódico "La Paloma" y el documento base sobre el Programa para las Comunidades Mexicanas en el Extranjero, que espero lo analices y podamos establecer proyectos de colaboración en beneficio de nuestros connacionales que radican allende la frontera.

Como siempre estoy a tus órdenes y no dudes en llamarme si tuvieras alguna duda, mientras tanto te hago llegar un caluroso saludo.

Atentamente
La Subdirectora de
Proyectos Educativos.

Sofía Urozco Aguirre

BEST COPY AVAILABLE



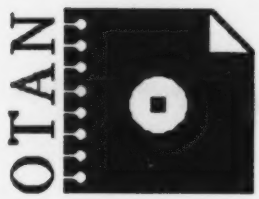
We have been in constant contact with Geraldine Novelo (Director of Methods, Materials and Curriculum) regarding the INEA's (Instituto National para la Educacion de los Adultos) materials that were to be shipped to OTAN. Unfortunately, there have been unexpected delays. The latest attempted was to have INEA ship the materials to the U.S./Mexico border and OTAN would pick them up, but unfortunately, we were told that this would create a problem with border officials. At this point, INEA still feels it is best to ship the materials directly to OTAN. We hope this matter will be resolved soon. We apologize for any inconvenience that this has caused.

Ed Kissam has completed the first modules of the Immigrant Issues curriculum, we would like for you to review these modules and try them with your students. As always, your input is highly valued. To facilitate this review there will be a meeting on July 28, 1993, from 10:00 a.m. to 4:00 p.m., at our office. We hope you will be able to attend. Please contact Jerilynn or me as soon as possible to confirm your attendance. You can confirm by telephone (800) 894-3113 or by e-mail DOMENICOJ or DORSEY.

At this meeting we will also share program updates. We are looking forward to seeing you again on July 28, 1993.

Cordially,

Holda Dorsey, Director
Jerilynn Domenico, Facilitator
US/Mexico Adult Literacy Project



July 30, 1993

Dear Shannon,

Thank you for volunteering to participate in the U.S.A./Mexico Adult Immigrant Issues Training Session on July 28, 1993. Because of your agency's location and targeted population, we are delighted that you decided to participate. As always your input is highly valued. The groups' suggestions were recorded by Ed Kissam and he plans on implementing your ideas.

Feedback from the field as to how the INEA literacy materials are working is vital. We are anxious to receive the Tutor Profile sheet which is due on August 30, 1993, and the Student Profile sheet which is due after 50 hours of instruction or by September 20, 1993. If additional literacy materials are required, please contact us as soon as possible so we can ship them to you.

Our enthusiasm has increased since we have heard only positive reactions from the field. We are looking forward to hearing from you soon.

Cordially,

Holda Dorsey, Coordinator
Jerilynn Domenico, Facilitator
US/Mexico Adult Literacy Project

Sample

OTAN

July 30, 1993

Dear Irma,

On July 29, 1993, we shipped the INEA literacy materials to you. When you receive the shipment you will find the attached Inventory checklist. Please verify the shipment of materials received, sign the enclosed inventory form, and return it to OTAN as soon as possible.

At the July 28, 1993, U.S./Mexico Adult Immigrant Issues Training Session, two announcements were made in regards to the paperwork requirements for the U.S./Mexico project. Two reporting forms were included in the shipment; **Tutor Profile Sheet** and **Student Profile Sheet.** Since it is necessary that OTAN receive feedback, the following timeline was developed:

<u>August 30, 1993</u>

1. Trainers complete the **Tutor Profile Sheet** and return it to OTAN.

2. Each tutor completes a **Student Profile Sheet** with the Diagnostic information scores recorded for each student. Each tutor sends one **copy** of the **Student Profile Sheet** to OTAN and keeps the original **Student Profile Sheet** until the Final Scores are recorded.

<u>After 50 Hours of Instruction or by September 20, 1993</u>

1. Each tutor completes the **Student Profile Sheet** with the Final Score information recorded for each student. Each tutor sends the original **Student Profile Sheet** to OTAN.

2. The **Cuestionario Para El Alfabetizador** completed by each tutor and sent to OTAN.

Feedback from the field as to how the INEA literacy materials are working is vital. We are anxious to receive this information. If additional literacy materials are required, please contact us as soon as possible so we can ship them to you.

Our enthusiasm has increased since we have heard only positive reactions from the field. We are looking forward to hearing from you soon.

Cordially,

Holda Dorsey, Coordinator
Jerilynn Domenico, Facilitator
US/Mexico Adult Literacy Project

Enc.: Inventory checklist

OTAN

August 3, 1993

Dr. Geraldine Novelo O., Directora
Contenido, Metodos y Materiales
I.N.E.A.

Dear Geraldine,

Thank you for the donation of INEA's literacy materials to adult programs in California. And many more thanks for your assistance in coordinating the shipment. Your personal endeavor and attention to the matter made the difference.

The volunteers serving this targeted population were delighted to receive the materials. They are anxious to implement INEA's approach and philosophy to promote literacy to native Spanish speakers. We have heard only positive reactions from the field which delights us.

As always, it has been a pleasure working with you and strengthening our binational relationship for the benefit of adults in need of literacy services.

Cordially,

Holda Dorsey, Coordinator
Jerilynn Domenico, Facilitator
US/Mexico Adult Literacy Project

Outreach and Technical Assistance Network • 15377 E. Proctor Ave. • City of Industry, CA 91745

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DERRALD BROWN
Assistant Superintendent
Educational Services

September 10, 1993

Ms. Holda Dorsey
Hacienda LaPuente Adult Education
15377 E. Proctor Avenue
City of Industry, CA 91745

Dear Holda,

Thank you very much for sending me the information regarding adult literacy. It is excellent material and the assessments are very well written. They will be utilized to the maximum at our district.

Sincerely,

Ralph

Dr. Ralph A. Busco
District Administrator

RAB:dr

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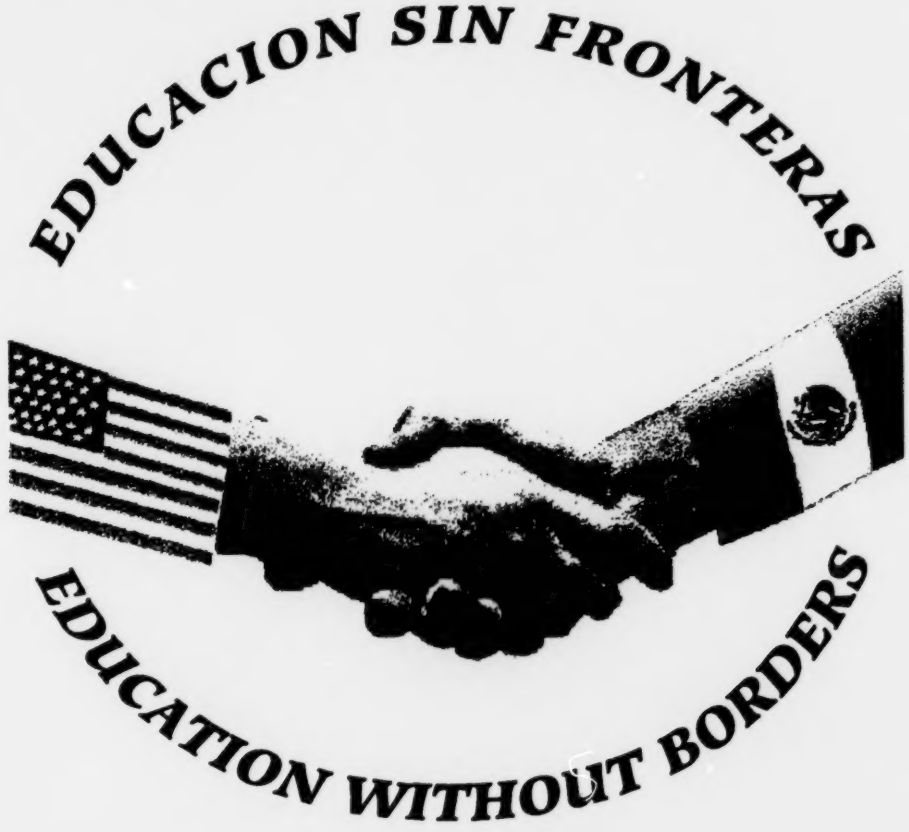

Exhibit G

"New Paradigms For Adult Learning"
Analysis of Mexico's Basic Skills Curriculum

New Paradigms for Adult Learning:

Building on Mexican Immigrants' Prior Experience to Develop Basic Skills for the Information Society

Edward Kissam

Micro Methods, Berkeley

September 1993

New Paradigms for Adult Learning:

Building on Mexican Immigrants' Prior Experience to Develop Basic Skills for the Information Society

Table of Contents

The Emerging Conceptual Framework for Understanding Basic Skills Development 2

The INEA Framework for Adult Learning 6

INEA's Model of the Adult Learning Process 7

INEA's Strategic Approach to Adult Learning 8

Development of Cognitive and Meta–Cognitive Competencies 9

Validity and Relevance of INEA Certified Competencies 10

Random and Systematic Variation in INEA's Adult Basic Education Curriculum 11

Competencies Acquired Via Participation in the INEA Program Before and After 1990. 13

The INEA Curriculum Framework and Competencies 14

General Overview of the Elementary Level Learning Continuum 14

Duration Learning Timetable and Progress through Textbooks 17

Inherent Constraints on Reliable Assessment of Competencies... 25

Practical Implications for Individualizing Instruction for Former INEA Participants 28

Communication Competencies 28

Mathematics Competencies 29

Summary — INEA Completers' Basic Literacy Competencies 31

Basic Competencies in Social Interaction 32

Meta–Cognitive Competencies 33

Conclusions 34

New Paradigms for Adult Learning:

Building on Mexican Immigrants' Prior Experience to Develop Basic Skills for the Information Society

This paper examines contemporary concepts of "basic skills' competencies" and analyzes the basic skills competencies developed by Mexican immigrant adult learners through participation in adult basic education programs conducted by INEA (Instituto Nacional para la Educacion de los Adultos). This comparison provides the conceptual basis for configuring instructional designs and for developing individual learner strategies to improve the effectiveness and efficiency of ESL (English as a Second Language) and ABE (Adult Basic Education) programs serving Mexican–origin adult learners in California.

The INEA's Adult Basic Education curriculum consists of three sequential curricula — Basic Literacy Development (*Alfabetización*), Primary Core Skills (*Primaria — Primera Parte*), and Primary–Advanced Skills and General Concepts (*Primaria — Segunda Parte*). These curricula and the competencies developed in them are described in this paper.[1] Like most educational delivery systems, the backbone of INEA's primary subjects curriculum consists of a series of nationally–adopted textbooks. These textbooks define the competencies expected of adult learners who have participated in INEA sponsored learning activities. However, the actual competencies of INEA based adult learners must be understood and interpreted in the context of INEA's philosophy of adult education, recommended learning methodologies, and delivery system for promoting adult learning.

By the same token, adequate understanding of basic skills competencies developed in the course of INEA sponsored adult learning programs must be related to our own conceptual framework for understanding "basic skills". This paper, thus, begins with a summary overview of an emerging framework for understanding "basic skills" in the context of contemporary American worklife and social interactions. This framework provides the basis for "rich" multi–dimensional

---

1 This paper focuses on basic skills competencies as distinguished from English-language competencies. In many respects basic literacy skills cannot be examined in isolation from the specific language in which those skills are exercised. However, the current analysis responds to a requirement to examine INEA's "elementary subjects curriculum" as a basis for comparison with California's Elementary Subjects instructional area. To the extent that ESL curricula function also to foster basic skills development, this paper is relevant to this instructional area.

characterizations of the skills required to assure adults now living in California (be they native–born or immigrant) (1) equitable access to employment opportunities, (2) the ability to participate fully in the life of their communities, and (3) the communication and conceptual agility needed to confront the challenges they face in their individual and family lives.

The Emerging Conceptual Framework for Understanding Basic Skills Development

Although the legislative definitions that form the basis for adult education programs in the U.S. are defined in terms of grade–level equivalents, it has been recognized for more than two decades that measures of such theoretical equivalence bear little relationship to the basic skills actually required to function in the contemporary information society.

Early efforts to supersede inadequate traditional concepts of literacy competencies emphasized real world competencies (as opposed to specific reading, computation, or writing tasks presumed to relate to a specific K–12 grade level) and distinguished between "life skills" and "employment–related skills". These new directions, while positive, were inadequate to capture the full spectrum of information–processing demands placed on all adults in contemporary society.

In the past two years, however, two important federal initiatives have provided a solid basis for an emerging conceptual framework to assess adult learners' basic skills competencies. These initiatives are the development of a basic skills framework by the Secretary's Commission on Achieving the Necessary Skills (SCANS, 1992; 1993) and a National Literacy Survey sponsored by the Employment Training Administration of the U.S. Department of Labor and conducted by the Educational Testing Service (Kirsch, Jungeblut, and Campbell, 1992)

It is noteworthy that the basis for the newly–emerging framework for analyzing "basic skills" stems as much or more from analyses of workplace skill requirements as from "life skill" requirements. Where it has traditionally been the role of educators and humanists to articulate the need for educational service delivery systems configured to allow learners to achieve "their full potential", it is now business leaders, systems analysts, and policy analysts concerned with industrial productivity who have most forcefully sounded the call for "world–class" standards in American education. Common to both the SCANS framework, the ETS literacy assessment framework, and the research of workplace literacy researchers and policy analysts such as Anthony Carnevale, Forrest Chisman, Jorie Philippi, and Larry Mikulecky is a recognition that adult learning programs must focus increasingly on the development of the "meta–cognitive" skills required to respond to the demands of a society and economy that has shifted dramatically toward more information–intensive transactions. Meanwhile, concurrent

educational reform efforts within the K–12 system have, also, begun to stress the need to develop the competencies required to respond to real world demands (as distinguished from arbitrary curriculum benchmarks).

The SCANS conceptual framework articulates five competencies, which are, in turn, considered to rest on the development of a three–part foundation of skills and personal qualities. These competencies are summarized in Figure 1 (adapted from SCANS):

As can be seen from this overview, the SCANS competency framework provides an analytic matrix that, to a remarkable degree, captures traditional humanistic concepts of learning (for either adults or children), emphasizing the development of the competencies that allow individuals empowerment — in terms of ability to their participate fully in the social and political life of their communities, and in terms of their ability to achieve career mobility in the workplace (a basic requirement for economic self–sufficiency).

While adults can be expected to develop the competencies and "foundation abilities" defined in the SCANS framework both from their participation in formal programs of adult learning and from everyday interactions in informal learning environments, it is important to recognize the educational disadvantage faced by immigrants in identifying, practicing, and mastering SCANS–type competencies. Because these competencies are to a large extent implicit, not explicit, in the course of everyday social and economic interactions, there are, in many regards taken for granted. The difficulties experienced by immigrants in developing these SCANS–type competencies relate to their not having access to the axiomatic "rules of the game" of social functioning in U.S. society and workplace interactions. Skills deficits, or incomplete mastery of SCANS–type competencies are, then, seen as failings of personal character, lack of intelligence, or willful disregard of prevailing social mores. While the SCANS competencies reflect, on the one hand, competencies that are "universal" in all cultures, the reality faced by Mexican immigrants to California is that these competencies are embedded in a specific cultural/social context — fast–paced interactions in an increasingly turbulent California society.

The ETA/ETS literacy assessment framework is based on work over the past decade at ETS to provide reliable measures of the complex information–processing skills that characterize contemporary real world demand for literacy task completion. This framework distinguishes between prose literacy tasks (roughly corresponding to traditional concepts of reading/writing competencies), document literacy abilities (integrating language, graphic, and mathematics–based processing), and quantitative literacy tasks. There are a number of important implications from the findings of the ETA/ETS national study of three populations (i.e. JTPA participants, unemployment insurance claimants, and young adults) because they correspond so closely to the universe of adult education program participants. These findings include the recognition that 40–50% of those surveyed demonstrate such inadequate literacy abilities that even their participation in job training programs is compromised. Another key finding is that between two–thirds and three–fourths of the respondents surveyed recognized that they could get a better job if they were to improve their literacy competencies. In short, the ETA/ETS 1992 study provides stark evidence that the literacy skills identified in the ETA/ETS framework and in the SCANS framework are, indeed, "basic", that these competencies are required to achieve even a modicum personal or career stability.

The implications of this emerging framework for analyzing and assessing "basic skills" competencies is that one–dimensional measures of basic skills adequacy cannot provide a reliable basis for assessing adult learners' current "human capital" or for designing learning programs to help them achieve the basic skills required for functioning in the context of community life or the workplace. In terms of assessing the basic skills competencies of Mexican immigrants with some adult learning experience in INEA sponsored programs in Mexico, it becomes necessary not simply to compare benchmarks but to examine the assumptions, learning objectives, and instructional methodology that make up the Mexican learning environment.

The outcome of assessing these learners' current abilities can then form the basis not to embark on a program of skills remediation but for developing learning programs focusing directly on the issue of "skills transfer" -- determining the strategic learning accomplishments that can most efficiently and effectively provide Mexican immigrant adults with the foundation they need for functioning in a new and unfamiliar social context. Consideration of these factors (understanding that the issue is not quantitative measurement of progress along a theoretical uni–dimensional continuum of literacy abilities) can then provide a focus for designing programs — once it is understood that the real issue is to facilitate the cultural transition from rural peasant society in Mexico to high tech — high touch workplace and social network in California (Kissam, 1991).

The outcome of these programs will not be full–fledged empowerment to function in the context of California society. They will more modestly address the goal of allowing these adult learners equitable opportunities to prepare for and learn on the job, through participating effectively in a wide range of day–to–day information transactions, and charting ongoing strategies for lifelong learning.

The INEA Framework for Adult Learning

The previous section develops the analytic framework for interpreting the competencies acquired by participants in INEA's adult learning programs. The skills assessed and developed in adult learning programs must be recognized to represent extremely complex behavioral patterns. These patterns are irrevocably embedded in a specific complex of cultural and social assumptions, systems of interaction, and values. At the same time, "deep structures" of human social interaction are shared by all cultures and "basic skills" of one social and cultural system can be transferred/translated into another with appropriate assistance.

Recognizing the characteristic conceptual and cultural learning style of INEA experienced adult learners can provide useful guidance in adult education program efforts to provide these learners with continuing opportunities for adult learning. This utility stems from better understanding the "axioms of discourse" that form the basis for their learning — the assumptions brought to the literal and conceptual dialogue between "instructors" and "students". These assumptions —

about exactly what is going on in the course of instructing/learning and how these interactions "normally" take place — are an integral part of the invisible but real tool chest used by learners to structure and facilitate their learning.

It should be recognized from the outset that Mexican immigrants to the U.S. are not necessarily representative of the population of adult learners served by INEA. California bound migrants originate disproportionately from rural "core sending" areas of Mexico, from villages with long traditions of northward migration, and from families with some prior migration experience and some modest financial resources.[2] Consequently, although we analyze the competencies acquired in the course of completing the entire INEA elementary skills curriculum, instructors should expect that most adult learners in California classrooms who have participated in INEA literacy programs have not completed the full continuum.[3]

INEA's Model of the Adult Learning Process

Basic literacy development (*alfabetización*) is seen as a central social and economic problem in Mexico — particularly in rural and remote areas. INEA's program of basic literacy development is intended explicitly to supply adults who do not have the ability to manage their lives and interact successfully in an evolving society with the ability to participate in all aspects of Mexican life. That is, the literacy development framework stems, in part, from national economic and social development policy, not simply from the everyday demands of contemporary life in rural areas of Mexico.[4]

The INEA adult learning model departs significantly from equivalent U.S. formulations in its emphasis on combining literacy development and adult learning as a part of its community and national process of social and economic development. Illiteracy is not seen as an individual problem requiring remediation (and subtly implying some form of social pathology or deficiency) but as a

---

2 The most definitve characterization of northward-bound migrants is to be found in Douglas Massey, et al., **Return to Aztlan**, University of California Press, Berkeley, 1987. There is an extensive literature which further demonstrates the heterogeneity of U.S.-bound migrants, details recent changes in migration flows, and which profiles migration in terms which depart from the traditional settler vs. sojourner dichotomy toward recognition of a continuum of migration strategies.

3 It should be assumed that migrants' participation in adult learning programs in Mexico are interrupted by the exigencies of migrating, as in the U.S. This is known to be the case for at least one important group of California-bound workers – Mixtec migrants participating in INEA-sponsored programs in Baja California.

4 It must be observed, however, that INEA's conceptual framework gives as little attention to the pervasive phenomenon of transnational migration as does the U.S. conceptual framework. The omission of transnationalism from both countries' pictures of everyday life is more a function of nationalist sentiment in both countries as it is a reflection of lack of knowledge, since contemporary transnational migration patterns have been studied extensively for at least the past two decades and are now fairly well understood.

common problem confronting Mexican society as a whole. This is not surprising in the social context of a country that recognizes itself as a developing nation in an intermediate stage of economic evolution. It is for this reason that the concept of *solidaridad* (solidarity) as a key element in the adult learning system remains more than a convenient political slogan of the federal government. This over arching perspective on adult literacy development and learning directly impacts learners' sense of the process they are engaged in and literacy promoters' sense of their relationship to adult learners.

INEA's Strategic Approach to Adult Learning

For the Mexican adult learning system and adult learners, literacy development is seen not as a problem but as an opportunity. An important outcome of INEA's literacy development program is seen be the process by which different social sectors (government, volunteers, and learners) are brought together in solving the problem of illiteracy. Basic literacy development is also seen as a means of consolidating group social values through interaction — between literacy promoters and learners and among learners themselves. Basic literacy development is also viewed as a process in which it is essential to have a positive impact on learners' of self–worth and self–esteem. The INEA's adult education delivery system relies on the collaboration of several different groups — technical support and coordination staff, volunteers, and adult learners themselves. Therefore the teaching/learning endeavor is always seen as being a collaborative activity — a process to be valued not only for its educational outcomes (i.e. decreased illiteracy) but, also, for its role in fostering positive social interaction and change.

INEA's approach is at once an instructional strategy and a philosophy of education. The basic principle is that learning begins as a group activity (usually conceived of as a Freirian study circle) and continues as an individual pursuit. This means that a group of learners are considered to have the right to determine their own learning objectives (as opposed to conforming to objectives set in a framework established by some third party) and the responsibility to carry out this group compact. While the very existence of INEA's national curriculum framework departs from "pure" Freirian principles, a key element in INEA's educational philosophy remains the principle of *autodidactismo* (self directed learning).. This means that adult learners with experience in INEA programs are expected to have relatively well developed skills in "learning to learn". — a "building block" for successful and continuing adult learning.[5] Moreover, at least in principle, the INEA conceptual framework has continually reinforced the basic Freirian principle that empowerment through reading/writing (i.e. participating in the symbolic systems that form the basis of contemporary society) is the

---

5 Identification of "learning to learn" as a key meta-cognitive competency is a natural consequence of a recognition of the skills demands of a rapidly-evolving information society and economy. Emphasis on this competency and related elements of post-traditional concepts of "literacy" stem primarily from social policy relating to workplace skills demand. (SCANS, 1992: Carnevale, 1989).

foundation for personal and social empowerment.[6] On the one hand, INEA experienced learners can be expected to assume a high level of responsibility for their own learning. On the other hand, such learners will also expect a similarly high level of commitment and involvement from an instructor, instructional aide, or volunteer tutor.

Development of Cognitive and Meta–Cognitive Competencies

The foundation for INEA's elementary level adult learning continuum is basic literacy development (*alfabetización*) INEA's **Instructivo Del Alfabetizador** succinctly states the three learning objectives for this first educational level as:

- ❑ learning basic reading/writing and computational skills
- ❑ understanding what one reads and expressing what one thinks in writing
- ❑ applying new knowledge in the course of daily life

Characteristically, this formulation refers both to the development of cognitive skills and the development of what are often called meta–cognitive skills — i.e. adult's engaging in complex social behavior involving a wide range of communication performance abilities that transcend basic cognitive competencies. These skills are referred to as meta–cognitive because they relate to the abilities required to deploy basic cognitive skills, to adapt current cognitive strategies to novel circumstances, and to reflect on the process of cognition itself, treating cognition as something to be understood, manipulated, and refined.[7]

INEA's perspective on adult learning not as a mastery of a defined set of competencies but as a process of social development also pervades the basic literacy development and adult elementary curriculum. The basic literacy development curriculum, for example, adopts a schematism for organizing learning objectives quite similar to Maslow's hierarchy of universal needs. Thus it first addresses themes of family interaction, and then builds on that foundation to explore the dimensions of the learner's immediate physical and social environment, the community, culture, and the nation. This approach is continued in the subsequent "adult elementary curriculum" with an emphasis on developing reading and writing skills in *Primaria–primera parte* with an overlay of thematic explorations in Primaria–segunda parte where basic skills are developed in the context of work, community, and civic life. As a whole, the adult elementary–level

---

6 See Paulo Freire and Donaldo Macedo, Literacy: **Reading the Word and the World**, Bergan and Garvey Publishers Inc., Massachusetts, 1987.

7 There is an extensive body of practical and theoretical research into the formal nature which defines different orders of cognition and the extent to which such routines can be considered intrinsically human or duplicated by automated non-human systems. For the moment, there is powerful evidence that meta-cognitive competencies can be formally well-defined and "taught" (even to automated systems which serve as the host for a variety of "expert systems") but, for the moment, higher-order or meta-cognitive tasks are the intrinsic province of humans.

learning continuum in Mexico, then, adopts neither a "life skills" nor a "workplace literacy" set of objectives — seeing both domains of adult functioning as being of high priority. At the same time, despite the use of a national curriculum framework, it is expected that local literacy promoters will adapt the standard curriculum and respond with some flexibility to the local context as well as the needs and interests of a specific group of learners.

While INEA curriculum materials do not adhere to the "perfect" Freirian model of adult learning as the learner's increasing his or her ability to use language and mathematics as tools to explore gradually widening circles of knowledge and to dig constantly deeper in terms of understanding, the adult primary curriculum is quite different from its U.S. equivalent. The INEA primary curriculum, for example, affords even those adult learners with very limited reading, writing, and computation skills the "luxury" of exploring themes of ecology, social processes, and anthropology for which there is little space in the U.S. adult basic education curriculum.

In summary, adult learners who have participated in INEA sponsored learning activities will differ from U.S.–taught learners with similar levels of language and mathematics functioning in terms of their attitudes toward education, their obligations as learners, and toward the learning process itself. These, often subtle, differences relate as much to "learning style" as to "content" but quite fortunately the type of meta–cognitive abilities fostered by the INEA educational philosophy are the very abilities that are now being recognized as being critical to success in the context of the U.S. economy and society.

Validity and Relevance of INEA Certified Competencies

In assessing the competencies of a former INEA participant, it is crucial to remember the fundamental dilemma in "scientific" assessment of adult competencies. This dilemma stems from the inevitable disparities between standardized assessment tools purporting to measure an individual's real world competencies and the same individual's ability to mobilize those "core" competencies in the context of daily life (particularly in an unfamiliar cultural context). Specifically, it should be recognized that the ability of such testing methodologies for yielding relevant and reliable diagnostic information is extremely limited.

Because the INEA service delivery system relies so extensively on volunteers, the actual curriculum content of a program participant's learning experience should be expected to vary tremendously from area to area. Yet INEA's system for assessing and certifying competencies is a nationally standardized criterion referenced analytic model while what is needed for accurate assessment of the competencies developed by an individual learner would, in fact, incorporate curriculum referenced assessment elements also (since the national curriculum materials are to be customized in local regions). This means that INEA certified reports of competencies, while reflecting a valid assessment of learners' mastery of "core curriculum elements", will not be likely to provide a reliable

assessment of an individual learner's global competencies or the heuristic strategies he or she uses to deploy those competencies in practical everyday tasks in either the workplace or general social transactions.

Given the reality that INEA certification of adult learners' competencies provides a highly reliable but limited measure of global competencies, we recommend that U.S. adult education programs relying on INEA certified assessments for student placement, review with prospective students who report that they participated in an INEA sponsored program, the topics covered in their INEA "study circle", using the guide to INEA materials presented in Table 1 and the *Practical Implications* section of this paper.

Core competencies in using symbolic systems (i.e. language and mathematics) are, in theory, quite independent of specific language and culture. But the reality is that most learners experience some level of difficulty in formulating application rules for using these competencies when confronted with a new language (e.g. English) or new symbolic system (e.g. programming operations vs. arithmetical operations). Therefore, the transferability of even those competencies that the adult learner has clearly mastered in Spanish may decay to some extent in the context of an English language curriculum. Thus assessments of learners' "basic skills" competencies as reflected by INEA certification of skills must be discounted to reflect the additional burden experienced in using these skills in an unfamiliar and linguistic context.

Random and Systematic Variation in INEA's Adult Basic Education Curriculum

Variations not only in the quality of instruction but also in the content of instruction are to be expected — in both Mexico and in the U.S. To a large degree these can be seen as random variations — reflecting the character of a particular learning group, the personality and abilities of an individual instructor or group facilitator, and the extent to which a particular learner succeeded in pursuing an individualized course of learning. It is important to recognize that INEA builds into its learning programs systematic regional variations. Although INEA relies on a centralized, standardized, curriculum framework it also seeks to "customize" its' adult basic education: a) to serve distinct sub–groups of learners, and b) to reflect local content and build on an adult learner's daily involvement with their immediate physical, social, and economic environment.

INEA classifies adult learners into four broad population groups and has customized instructional materials and strategies within the overall framework so as to better meet the needs of each of these identified "service populations". The most distinctive sorts of targeted strategies to meet the needs of these distinct populations of adult learners are use of bilingual instruction for indigenous groups together with a locally appropriate curriculum for developing small individual or cooperative enterprises in promising types of natural resource exploitation (e.g. fishing, fiber production). Overall, the service populations identified by INEA are:

- ***Urban adult learners***. A population considered to be at home in Spanish, to have some familiarity with reading–writing symbolic systems through daily experience. The service population lives in the inner cities or at the margins of the cities (where, in Mexico, some of the poorest of the poor live). The population is expected to be under–employed and to have very low incomes. Most learners are expected to be 15–40 years old.

- ***Rural Adult learners***. This population is considered to be at home in Spanish but to have no contact, or insignificant contact with reading–writing–mathematics symbolic systems. This population is considered (in contrast, to the uprooted urban population) to have strong cultural traditions and networks of mutual support. This population is expected to be dominated by peasants, hired farm workers, women working in the home, and small entrepreneurs (e.g. shopkeepers, tire repair shops, restauranteurs, truck drivers).

- ***Indigenous adult learners***. This population has a native language other than Spanish and is isolated from modern technology (even the agricultural technology which permeates many rural areas). This population, like the Spanish speaking rural population, has strong cultural traditions and is composed primarily of peasants, artisans, women working in the home, and trades people.

- ***Elementary school dropouts 10–14 years of age***. Until very recently, only elementary school education has been compulsory in Mexico and many students didn't complete even six years of schooling. Thus INEA has identified this group as an "alternative education" service population.

Because the competencies acquired by adult learners participating in an INEA sponsored program stem from the specific variant of the INEA program they were participating in, it is important for U.S. instructors to secure at least basic information on a prospective student's background. From a practical perspective, this means that adult basic education programs should seek to determine to which of these population groups the learner belongs. The simplest way to elicit this information is to ask new program participants to describe their home village, its links to the U.S., and, in summary, what sequence of events brought them to the U.S. Adult education programs that fail to elicit this information because they feel such information is "too personal" or "private" will have inadvertently failed to explore an important dimension of a prospective learners' personal identity.[8]

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[8] Readers interested in fully understanding the extent to which transnational community affiliations define the social universe of Mexican immigrants to California should review the worker of Roger Rouse on a Michoacan-California migration circuirt, particularly (Rouse, 1992) — "Making Sense of Settlement: Class Transformation, Cultural Struggle, and Trasnationalism among Mexican Migrants in the United States" in Glick Schiller, Basch, and Blanc-Szanton (Eds) **Towards a Transnational Perspective on Migration**, The New York Academy of Sciences, 1992. A very useful discussion, drawing on the theoretical work of Michael Kearney of the University of California, Riverside is to be found in Chapter 3 of Zabin Et al., **Mixtec Migrants in California Agriculture: A New Cycle of Poverty**, CAlifornia Institute for Rural Studies, May, 1993.

While members of Mexican indigenous minorities may be reluctant to identify themselves as a member of an ethnic minority group, it is important for adult program instructors to ask at least this basic demographic information — since, of course, English may be a third, not a second language, for these learners. Mixtecs, for example, are now estimated to make up somewhere between five and 10% of the California farm labor force.[9]

The analysis presented in this paper is based on the specific INEA curriculum framework developed for rural areas — because the majority of Mexican adult learners with very low educational levels now in the U.S. are immigrants from rural areas (Cornelius et al, 1990; Bustamante, 1990; Kissam, 1992). From a practical perspective, this means that very little "background" literacy competencies should be assumed. Moreover, it should be assumed that, despite INEA's commitment to configuring the adult elementary curriculum to meeting the workforce preparation needs of a modern industrial society, there has been little success in addressing the skills requirements which characterize contemporary U.S. labor demand (Carnevale, 1989, 1992; Philippi, 1992; SCANS, 1992: Kissam, Dawson, and Intili, 1993).

Competencies Acquired Via Participation in the INEA Program Before and After 1990.

Adult education has been a high priority for Mexico since the 1920's. Methodology and content have evolved over this period, particularly in the last decade. During the most recent period, from the creation of INEA in 1981 until the adoption of the current curriculum framework in 1990, the methodology used for basic literacy development (*alfabetizacion*) was referred to as "La Palabra Generadora" (The Generative Word) while the elementary school curriculum was based on an approach referred to as "Primaria Intensiva para Adultos" (Intensive Primary School for Adults).

The basic literacy development framework was nominally Freirian and corresponded to contemporary "language experience" approaches to learning and service delivery was based, as it is now, on the efforts of volunteer literacy promoters. However, the actual curriculum as exemplified by instructional materials was not closely linked to the pressing concerns of adults nor was it designed to have demonstrable and immediate effects on learners' lives. One of the main problems was that staff development and training support did not meet the standards required to assure that volunteers could function effectively as Freirian facilitators.

Practically, this means that the analysis of INEA based adult elementary competencies described in this paper should be used only in assessing the

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9 (Zabin et al, 1993). The proportion of limited-Spanish speakers in this population is not known with certainty but younger migrants are more likely to be limited in Spanish — because Spanish language instruction programs experienced funding limitations during the 1980's (Ann Garcia, personal commnication, 1992).

competencies of INEA program participants from 1990 onward, although the general discussion of INEA's overall educational philosophy and instructional strategy reflects the agency's philosophy since its inception.

The INEA Curriculum Framework and Competencies

This section reviews the structure of the INEA's adult basic skills curriculum framework and the specific learning objectives that constitute the framework. In this section we also review INEA the instructional materials that form the practical basis of the curriculum.

General Overview of the Elementary Level Learning Continuum

INEA's elementary level adult learning continuum consists of three distinct curricula that are carefully articulated to facilitate progression through the learning process. These curricula are the following:

1. **Alfabetizacion** (Basic Literacy Development). This curriculum consists of four learning units. Three units introduce new basic concepts in using the formal symbolic systems of reading/writing while the final unit consists of a structured review of material and practice activities. Reading/writing system and arithmetical competencies are learned concurrently.

2. **Primera Parte de Primaria** (Primary Core Skills). This curriculum consists of eight learning units in language arts and eight learning units in computation and arithmetical applications. While the curriculum is designed to introduce broad social themes, it is focused on basic skills development in reading, writing, and arithmetic. Developing "learning to learn" skills, particularly experience and confidence in self directed learning, is a specific objective of this curriculum.

3. **Segunda Parte de Primaria** (Primary–Advanced Skills and General Concepts) This curriculum continues the development of language arts and mathematics initiated in the primary core skills development. The language arts strand introduces a variety of themes relating to language use and applications — e.g. language used to convey imagination, language style and genres over a course of 20 lessons. The mathematics curriculum introduces new arithmetic concepts, basic geometric concepts, and applied problem solving. The Primary Advanced Skills and General Concepts curriculum includes four "practical education" instructional sequences — education for family life (10 units), education for community life (eight units), education for worklife (seven units), and education for participation in national life (six units). INEA recommends that the strands of language arts, mathematics, and family life be addressed concurrently, followed by concurrent attention to the community life, worklife, and national life instructional sequences. However, INEA stresses that for heterogeneous groups of learners (in practice, many if not the majority of groups) learning timetables and activities should be individualized.

Table 1 below presents an overview of the structure of INEA's elementary subjects continuum. The left column identifies the elementary subject hierarchy and expected length of time each part will take. The right column identifies areas of instruction and subject matter, including the higher order skills.

Table 1

Schematic Overview of iNEA Elementary Subjects Continuum

Alfabetization — BASIC LITERACY DEVELOPMENT *Integrated Development — Math/Language* 40 hours over a period of 3–4 moths	Learning to Learn Familiarity with Symbolic Systems Self–Confidence, Self–Esteem
Primera Parte de Primaria PRIMARY CORE SKILLS DEVELOPMENT *(Concurrent Development — Math/Language)* 80 hours over a period of 8 months	Learning to Learn, Analytic Skills – Language Communication Skills – Language Application of Basic Concepts – Math
Segunda Parte De Primaria PRIMARY ADVANCED SKILLS AND GENERAL CONCEPTS ***Primary Advanced Skills*** *(Concurrent Development — Math Language, Life Skills)* 80 Hours — over a period of eight months ***General Concepts and Skills Application*** *(Concurrent Development — Skills/Concepts in Social Interaction)* 60–100 Hours — over a period of 6 months	Emphasis on Math/Language Skills General Concepts — Family Life Refinement Analytic Skills, Problem–Solving Self–expression, Reflection on learning achievements Community Life, Worklife National Participation Consolidation Math/Language skills Application of basic skills to content areas Deployment of skills to understand regional social/natural environment
Total: 280 hours + over a period of 24–26 months	**Basic Literacy and Numeracy, Basic General Concepts, and Applications**

Duration Learning Timetable and Progress through Textbooks

This section summarizes the duration of each set of learning activities and the instructional materials that are the curriculum's foundation. The INEA instructional strategy assumes a process that combines group learning activities and individual self directed learning. Consequently, the elementary level learning continuum does not represent a fixed number of instructional hours. However, INEA presents general guidelines for the amount of time to be devoted to each lesson, unit, and curriculum. These time guidelines and instructional materials are as follows:

1. **Alfabetizacion** (Basic Literacy Development). No specific guidelines are provided for this curriculum. However, the four units include 22 lessons (one introductory meeting and seven lessons per Unit) and a period devoted to structured review/practice. Given INEA's standard guideline of 1.5 hours for a typical study circle meeting, this basic literacy development learning phase is equivalent to about a 40 hour curriculum.

Texts developed by INEA for the basic literacy development curriculum are the following:[10]

> **Libro del Adulto – Nivel 1.** This very basic text adopts an integrated approach to reading/writing and arithmetic. Material is arranged by unit and lesson and successively builds from phonemics through reading familiar material and writing responses to simple questions. In conformance with the overall curriculum structure, language and arithmetic learning is based on material of familiar content. The curriculum culminates with whole language exercises — reading and writing letters, filling out money orders, and recognizing and writing the denomination of bank notes.
>
> **Cuaderno de Ejercicios – Nivel 1.** This student workbook is designed to be used with the text "Libro del Adulto". Exercises begin with motor skills exercises and proceed through phonemics to writing words and oral reading of simple, familiar sentences — e.g. "The whole family cooperates in working in the fields" (En el trabajo del campo coopera toda la familia"). Arithmetic exercises begin with a lesson on numbers from 1 through 9 and continue to three place addition (with some exercises integrating uses of letters and numbers).
>
> **Instructivo del Alfabetizador – Nivel 1.** This is a small handbook for literacy promoters, designed to provide them with a basis for facilitating group and individual learning. The handbook presents the curriculum framework (a schematic of the four study units and social themes), a review of the instructional materials that make up the basic literacy development kit,

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10 This analysis is based on the rural edition of INEA materials, the version most likely to have been used by former INEA learners now in California.

and outlines very simple recommendations for instructional techniques. This practical guidance is followed by summary lesson plans for each lesson and unit in the curriculum that specifies learning objectives, themes, and activities.

In addition to the specific reading/writing and computational material in these texts, the material introduces adult learners to graphic icons used to refer to common learning activities — e.g. a pencil icon for tracing lines, a book icon for reading, an icon for underlining, an eye icon for looking carefully at a figure or illustration.

Other simple meta linguistic concepts are also introduced — e.g. horizontal and vertical. These form the basis for eventual incorporation of crossword puzzle exercises in the workbook and routine use of boxes for recording answers to computations, etc. This emphasis on meta linguistic cognitive tasks is particularly important because adults living in rural areas have little exposure to materials requiring "forms literacy". Without this emphasis, low literate adults in this population experience very serious difficulties in performing even the most basic forms literacy tasks — e.g. distinguishing columns and rows, recording answers in an indicated location, scanning tabular material.[11]

2. **Primera Parte de Primaria** (Primary Core Skills)

The curriculum framework for both the Primary Core Skills Development and the Advanced Skills and General Concepts curriculum is presented to literacy promoters in two handbooks presenting the **Modelo Pedagógico de Educación Primaria para Adultos — MPEP** (The Pedagogic Model for Primary Education for Adults). One handbook details instructional strategies for the first half of the adult elementary curriculum, the other covers the second half.

The MPEP recommends concurrent use of language arts materials and arithmetic materials for a total "course length" (including both group learning and self directed learning) activities of eight months. The first six months are devoted to introducing new concepts and skills and developing them. At the end of this period, each student is individually assessed and guided through a two month period of review, practice, and skills consolidation referred to as the *Periodo de Recuperacion* (Recovery Period) after which students take the standardized test for certifying their having achieved the competencies in this curriculum.

The six month learning period is considered to consist of eight language arts units and eight mathematics units, covered in the course of 46 learning sessions — which may be a combination of group learning sessions and individual self directed learning. Thus, the Primary Core Skills curriculum represents approximately 80 hours of instruction (assuming approximately 10 hours of review

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11 (Kissam, Nakamoto, and Herrera, 1993). This paper describes in detail the forms completion difficulties experienced by low-literacy Latinos with 0 through 6 years of primary schooling (predominantly Mexicans and Salvadoreans) in responding to the 1990 Census form — a relatively well-designed form.

and practice during the Recovery Period). This estimate is approximate as the MPEP encourages not only flexible scheduling but also individualized study plans based on literacy promoters' observations of individual student progress.

Texts for the Primary Core Skills Development are a language arts text — **La Palabra es Nuestra — Primera Parte** (2 vols.) and a mathematics text — **Nuestras Cuentas Diarias – Primera Parte** (2 vols.). These texts are described briefly below.

La Palabra es Nuestra – Primera Parte .[12] This text uses a format similar to the Basic Literacy Development texts. Vol. 1 begins with an extensive section of reading and writing exercises designed to build syntactic (e.g. word gender, direct object) and semantic skills (e.g. recognition of word groups). Most is based on familiar social situations but other units include attention to basic information on Mexican history (e.g. Cuautehmoc, Benito Juarez). This first volume also introduces stylistic variants in language via poems written by major contemporary poets, reading for comprehension, and practical use of written language in planning and organizing everyday activities (e.g. list making as part of planning a community festival). Volume 2 continues with a very strong emphasis on reading for comprehension while, at the same time, introducing new informational context on learners' physical environment, culture, and social experience. The text also begins to incorporate units directly addressing "learning to learn" (e.g. a unit on how to read well; a unit on identifying the main theme of a paragraph; a unit on denotative and connotative meaning). Toward the end, the text begins to emphasize "generative" tasks in language — e.g. summarizing a text, interpreting and comparing different poems.

Nuestras Cuentas Diarias – Primera Parte This text, presented in two volumes as is the language arts text, begins with new concepts about numbers, counting, measurement, more complex addition, an introduction to subtraction, basic geometric concepts such as perimeter in Volume 1. Volume 1 continues up to three digit multiplication and subtraction. Volume 2 begins with an introduction to multiplication and continues up through long division. The text generally emphasizes practical applications for arithmetic computation (e.g. multiplication to determine how much paint to use to paint a wall, multiplication for buying supplies for sewing and carpentry tasks). Volume 1 also presents different units of measure, different numerical systems (e.g. the Aztec calendar), and fractions. Volume 1 ends with simple word problems with practical applications — e.g. buying gas when gas consumption rates are known, a cooperative buying building material.

The Basic Skills Development curriculum is well designed in that it skillfully builds on adults' practical competencies developed in the course of day to day life. However, the language arts text is much more creative than the

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12 The title of the text would be translated literally as "The Word is Ours" but the actual meaning is "Our Turn to Talk" a semantic ambiguity subtly emphasizing language as a means for empowerment and, as in all INEA, texts, collective approaches to learning, working, and participating in community life.

mathematics text with respect to building learners' analytic skills. The mathematics competencies established by the end of the curriculum leave the learner with a much greater objective gap in terms of everyday workplace competencies and life skills required to function outside a rural setting than does the language arts text.

3. **Segunda Parte de Primaria** (Primary–Advanced Skills and General Concepts)

This final curriculum in the tripartite elementary skills continuum consists of two main sub parts. During the first eight months of this final period of elementary level learning, the emphasis continues to be on building language and mathematics skills. However, this final skills development phase coincides with Family Life Education in which learners begin to address the most immediate of several sets of concentric circles of social life. The introduction of this major practical "content area" in the first half of the *Primaria–Segunda Parte* curriculum together with language and math skills development provides a means for learners to begin applying their increasingly sophisticated analytic and communication abilities to the real world. This is a key step in providing learners with the basis to deploy language skills that up until this point have been developed in relative isolation, despite the constant efforts to integrate learning activities with everyday life.

The second sub part of the Advanced Skills and General Concepts curriculum shifts from a primary emphasis on language and math skills development to the three crucial areas of social life — Community Life Education, Worklife Education, and National Participation Education. During this period, as in the earliest period of basic literacy development there is an emphasis on learners reflecting on their individual roles in a social context, on building self–esteem, and on application of skills.

The *Primaria–Segunda Parte* skills development portion of the curriculum is made up of 20 units (40 lessons) of language arts, and 10 units of mathematics (46 lessons). The "general subjects" portion of the curriculum consist of 10 units (33 lessons) on family life, eight units (18 lessons) on community life, seven units (16 lessons) on worklife, and six units on national life.

During this phase of the elementary level adult learning curriculum, INEA recommends that state programs develop "customized" instructional materials as a vehicle for students to better understand their immediate natural and social environment. These materials are developed with careful attention not only to content but "latent" messages about self–worth.

INEA recommends that state programs develop State Literary Anthologies with the goal of highlighting individual identity and the worth of self expression in language. This is an impressive commitment to "bringing literacy to life". In Baja California, for example, the local INEA program developed a publication in which adult learners collected and wrote down oral histories of their own communities — providing an important and original contribution to the common store of local

knowledge.[13] INEA recommendations are also to prepare customized local materials on:

state history	geography	health and nutrition
biographies of prominent figures	state laws and institutions	ecology
regional cultural identity		

This final phase of the elementary skills continuum forms something of an educational coda as students consolidate and build self confidence in using the skills they have developed as tools for understanding and manipulating the world around them.

Like the earlier Basic Literacy Development and Primary Core Skills curricula, the framework for this curriculum is provided by nationally distributed textbooks. They are the following.

La Palabra es Nuestra – Segunda Parte. Like the first half of the elementary level language arts curriculum, this consists of two volumes. The second half, however, emphasizes the use of language in context — for self–expression, for analysis, and as a basis for dialogue. The 20 language arts units mesh well with subject matter development — e.g. with units on nature, song, science, folk tales, and an introduction to literature. Throughout the text, there is a strong emphasis on language for self–reflection.

Nuestras Cuentas Diarias – Segunda Parte. Like the first half of the elementary level language arts curriculum, this consists of two volumes, consisting of 10 units, with 4–5 lessons per unit. The first lesson consists of a review, continued in the second lesson but supplemented with an introduction to six digit numbers. The next three units deal with fractions and decimals, including ratios and conversion of fractions to decimals. This section of the curriculum ends with a lesson exploring applications of ratios. Units 6–7 address two parallel strands — decimals and area calculations. Unit 6 continues to deal with decimals and operations with decimals. It then introduces perimeter calculations and applications in blueprints and maps. Unit 7 consists of basic computations again. Unit eight introduces the area of a circle, the concepts of volume (and practical applications of capacity), ending finally with prisms, cylinders, and cones. Unit 9 is, once again, devoted to practical applications — using percentages (built on the foundations of decimals) in everyday life. The final unit addresses important applied skills — organizing information, graphs, the concept of mode and mean, and deductive reasoning.

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13 **El Mesquite: Para Seguir Accionando**, 1990

Nuestra Familia This 10 unit volume is designed to build awareness of the role of the family as a social unit and to address high priority practical and social concerns. This text begins with a three unit sequence on the concept of the family — the diversity of families in Mexico, personal and sexual relationships of couples, family planning and childbearing. Unit 4 focuses on child development, including both physical development and social development and support for children's educational experience. Units 5–7 then are devoted to health themes: basic human physiology (Unit 5), nutrition and health (unit 6), accidental injuries (Unit 7). The final three units are devoted to families' relations with the larger social world, the local community, mass media, and the socio–legal system. This volume adopts a strongly pro–social tone — focusing on the "skills" required to participate successfully in social life.[14]

Nuestra Comunidad. This volume begins with an exploration of the diversity of local communities in Mexico, geography, and differences in ecosystems in the first two units. The subsequent five chapters are oriented toward providing learners with a solid basis for participating in community life. The final chapter reviews the local, state, and federal levels of government. This volume, like the family life one, is actively oriented toward building learners' ability and motivation to interact with others in a positive fashion. It deserves to be noted, however, that because the material is well tuned to Mexican community life, it does little to prepare immigrants for life in the United States. For example, the unit on diverse forms of community organizations has little relevance for U.S. life and may, in fact, paint an idealistic picture of social organizations in Mexico that incorporate no information on the realities of organizational functioning.

Nuestro Trabajo. The rural version of this text reviewed here begins with a theoretical introduction to the concept of worklife, followed by two units devoted to work in natural resource industries. Units 4 and 5 are devoted to a review of the history and current configuration of Mexican industry, commerce, and legal system. Unit 5 also presents an overview of social and human service programs (which from a Mexican social and cultural perspective) are closely linked to worklife, not life apart from work. Unit 6 provides an excellent review of the informal work sector — an important part of Mexican worklife (and arguably also U.S. worklife). Units 6 and 7 address workers rights and work related social organizations in Mexico, material that is crucial for social participation in Mexico but only tangentially relevant to social and worklife in the U.S.

Nuestra Nacion. This text deals principally with Mexican history and is not reviewed here as it has little immediate relevance to basic skills in the U.S. context. This text is much less successfully than the three other "social life" texts in addressing the real world practical concerns facing adults seeking to function effectively in contemporary society.

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[14] This instructional modality, while seldom found in U.S. adult education (which is more likely to be value-neutral) is, however, a familiar aspect of public sector outreach and education efforts in the U.S. — particularly in connection with a broad spectrum of public health initiatives.

In general, INEA's elementary level adult education curriculum is likely to develop skills equivalent to six years of a standard elementary curriculum. There are, however, subtle, and important differences. The language arts curriculum is likely to result in more developed communication skills than apparently equivalent curricula because of the very strong emphasis on reading comprehension, analysis, and self expression, combined with "adult content" — i.e. themes drawn from the complex set of social interactions that characterize adults' interpersonal interactions. In contrast, the mathematics curriculum, by emphasizing practical arithmetical operations, is not likely to provide a solid basis for the sort of mathematical reasoning, analysis, and problem solving that characterizes the contemporary workplace and economic life in the U.S.

The Family Life curriculum is designed for a rural peasant population. It does a good job of introducing fundamental concepts of family functioning (e.g. family planning, child rearing), basic physiology, and social interactions (e.g. the effects of mass communications on the family). Nonetheless, the curriculum is deficient as a means for providing uprooted peasant families who now live and work in modern industrial settings — either in Mexico or in the U.S. — with a solid basis for managing their lives. This means that adult basic education for Mexican immigrants of rural origin, even those who have participated in INEA sponsored learning programs, must prepare learners to address a whole new set of challenges related to functioning in an information society.[15]

The other serious deficiency of the INEA "general subjects" portion of the curriculum in terms of the life/work skill preparation is the worklife material. The deficiencies of this material for meeting the needs of either migrant sojourners or settled immigrants in the United States stem from INEA's justifiable commitment to customizing materials to build on adults' experience of living in their immediate environment — in the case of these materials, remote rural areas of Mexico. Worklife material emphasizes natural resource industries and occupations such as cattle raising and fishing, small trade and presents only a rudimentary introduction to the complex issue of interactions in the contemporary industrial or service sector workplace. Thus, the complex and challenging issues that must be addressed by employees and their employers in efforts by Mexico and the U.S. to build a world class workforce are not broached at all. It is our judgment that adult basic education materials for at least those adult learners from rural areas of Mexico (with or without prior participation in INEA's adult learning programs) will need far more emphasis on inter–personal relations, teamwork, problem solving, career planning, intermediate and advanced communication skills, research and reference skills. An introduction to the basic technology of the information society (e.g. keyboard skills, software menus) will also be necessary.

As might be expected, INEA's general approach in addressing issues of community life and national participation is distinctly and appropriately Mexican.

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15 For a detailed discussion see Kissam, 1991.

There are some notable strengths such as the treatment of ecosystems and conservation as an integral part of community life. At the same time, the treatment of community institutions is somewhat idealized and theoretical, reflecting very little of the real life concerns, preoccupations, and problems on the minds of adult learners. Similarly the national participation material takes the time to address important issues of Mexicans' diverse cultural origins but, at the same time, devotes a great deal of attention to a fairly traditional synopsis of Mexico's 19th century history. As with the community life material, little attention is given to what knowledge, perspectives, competencies, and problem solving strategies will be needed for individuals to function meaningfully as part of democratic institutions.[16]

Completion of the entire sequence of INEA literacy development and elementary skills curriculum must be understood by U.S. instructors to provide a much more consistent emphasis than comparable materials on themes of social interaction, communication, teamwork, and community participation. Within the context of the SCANS competencies, this suggests that INEA experienced adult learners will have a very solid foundation for problem solving related to social interaction but will, nonetheless, lack critical competencies required to use those skills effectively in the context of U.S. society.

Naturally, since good adult learning materials are closely linked to learners' actual environment and experience, INEA's basic skills development strategy, by virtue of its strong links to the Mexican context, has many weaknesses in building competencies for social functioning in the U.S. This is because individuals' social functioning is rooted in a characteristic cultural, institutional, and legal context. Some general, universal skills of teamwork and problem solving can be transferred to the U.S. context (e.g. structured dialogue to define alternative courses of action) but specific sorts of knowledge (e.g. the legal protections afforded workers, the legal rights and responsibilities of landlords) will be needed to grapple with real world problems in the workplace and in daily life. Where "educationally disadvantaged" U.S. adult learners can be expected to know the "rules of the game" for functioning in U.S. society but lack skills in game strategies, Mexican learners' strategies can be expected to be well developed but lack an adequate foundation for making "good moves".

One challenge facing instructors working with INEA experienced adult learners is to assist their students in reinterpreting, reformulating, and transferring their concept of social life in Mexico to that of the U.S. This task requires simultaneous attention to technical issues about legal, social, and cultural differences between the two countries (e.g. local school board control of local schools vs. centralized control), to social dynamics (e.g. the relative weakness of

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16 This is not, of course, a uniquely Mexican difficulty. U.S. adult education materials in civics are even more seriously compromised by presenting a "theoretical", formalized, and idealized picture of what is involved in meaningful participation in the political life of a community, county, state, or nation.

unions as a mode of workplace organization in the U.S.), and to the realities of social life as an immigrant (e.g. discrimination, ethnic conflict, limitations on eligibility for benefits accorded only to citizens).

Inherent Constraints on Reliable Assessment of Competencies

The task of identifying a nominal set of "basic skills" within the full behavioral repertoire required to function successfully in everyday social and work life is difficult. In many respects, the decision to identify some requisite competencies as "basic" and others as "advanced" is an arbitrary one since, in actuality, both "basic" and "advanced" competencies are needed to accomplish common tasks.. Literacy research shows many cases in which persons with serious "basic skills" deficits have devised strategies to "work around" those basic skills deficiencies and, similarly, many cases in which persons demonstrating basic skills competencies experience substantial difficulties in applying those basic skills in everyday situations at work and in routine social interactions.

In both the U.S. curriculum content typical of American adult basic education courses and the INEA curriculum, the competencies "guaranteed" for an individual learner by completion of a "basic skills" curriculum are grossly inadequate as a basis for successful functioning in contemporary information society. The common recognition by ABE teachers that their students have developed improved self–confidence, improved self–esteem but "still need to work on building their skills" reflects, on the one hand, a valid recognition of the complex relationship between personal qualities and theoretical competencies and, on the other hand, the inadequacy of traditional adult education curricula in guaranteeing educationally disadvantaged adults anything more than a marginal social and economic functioning.[17]

The bottom line in analyzing the INEA elementary skills curriculum as a basis for individualizing instruction provided to an adult learner with previous participation in an INEA program is that the task of extracting a nominal set of "basic skills" from the behavioral repertoire required to function successfully in everyday social and work life is not easily accomplished. While both the U.S. instructional package and the INEA learning program may, in some cases, prepare adult learners for successful functioning in work and social life, such success is not "guaranteed" by successful mastery of the competencies embedded in the official curriculum or instructional materials.

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17 While the Literacy Act defines "basic literacy" as equivalent to "eighth grade" competencies, there is little evidence that even achievement of high school level competencies — as evidenced by successfully passing a GED examination or completion of high school — provides a reliable basis for lifelong career mobility and advancement. While GED completin or high school completion may well be positively associated with subsequent labor market success, it is not a sufficient condition for success nor is it clear that the specific cognitive abilities achieved (as distinct from the personal qualities required to complete either option) are significantly related to success in later work life.

The result is that something of a social science Heisenberg principle emerges. Curriculum referenced assessment measures cannot guarantee that an adult learner has achieved a minimal level of basic skills competencies in relation to broad societal demands, although it can provide a reliable basis for presuming that the concepts and competencies embedded in a specific curriculum have been mastered. Criterion referenced assessment measures can certify actual performance ability on standardized performance tasks but not easily guarantee that demonstrated performance ability is the result of having participated in a particular course of adult learning.[18] Moreover, some of the most commonly used standardized assessment systems that purport to incorporate measures "authentic" real world performance abilities have little credibility as measures of behavioral functioning in contemporary social life and worklife.[19] The recently developed ETA/ETS literacy assessment framework is the exception — because it is based on actual literacy tasks found in the workplace and typical social interactions and because it incorporates a more sophisticated concept of literacy as information processing than previous assessment frameworks.[20]

What might mastery of the INEA "general subject" competencies in family, community, work, and national life mean for U.S. teachers seeking to build on an adult learner's previous educational experience? They are competencies in (1) "learning to learn", (2) applying basic reading and writing skills to routine, predictable, problems of daily life, and (3) using symbolic systems in a "generative" fashion with some sense of confidence. However, completion of the INEA elementary continuum provides only a foundation for subsequently building "higher order thinking skills" (meta–cognitive competencies). It does not provide adult learners with the minimum competencies required to function with self sufficiency in contemporary society.[21]

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18 The best literacy competency framework currently available is that developed by the Educational Testing Service under a contract with the Employment Training Administration. See Irwin S. Kirsch, Ann Jungeblut, and Anne Campbell, **Beyond the School Doors: The Literacy Needs of Job Seekers Served by the U.S. Department of Labor**, ETA/ETS, September, 1992. See Table 2.2 for evidence of the substantial variance in literacy competencies among populations with different levels of educational attainment.

19 See Kirsch, Jungeblut, and Campbell, 1992) who report in Table 4.7 no significant difference in labor force status between high school non-completers who received their GED and those who did not. The strongest argument is that basic skills development is a necessary foundation for subsequent skills development — an almost tautologous proposition. For a detailed discussion of the complex interactions between multiple factors in determining labor market experience see Michael E. Borus (Ed.), **Youth and the Labor Market: Analyses of the National Longitudinal Survey**, W.E. Upjohn Institute for Employment Research, 1984.

20 See Section 2 (Kirsch, Jungeblut, and Campbell, 1992).

21 The findings of the ETA/ETS National Literacy Survey (ETA/ETS, 1992) are of particular concern in this regard.

Within the ETA/ETS national literacy assessment framework, INEA elementary skills curriculum completers can be expected to characteristically score in only a high Level 1 or low Level 2 literacy range for most literacy tasks (assuming a comparable Spanish language literacy assessment tool were available) — a level more than one standard deviation below the average literacy abilities of workers in even in occupational categories such as general laborers. This approximate level of literacy is comparable to the mean scores of U.S. young high school dropouts or, alternatively, the scores of students in with some experience in GED programs who, however, did not successfully pass the GED. While INEA completers can be assumed to have competencies similar to those of U.S. adults with somewhat less than a high school education (assuming INEA completers' literacy were to be measured in Spanish) — this level of literacy is associated with close to minimum wage earnings, extensive unemployment, self reported assessments of inadequate literacy in relation to recent occupational demands, and inadequate household income to allow for economic self sufficiency. In actuality, INEA completers' functional literacy in English will be lower than their Spanish language literacy abilities as measured by a hypothetical equivalent to the ETA/ETS assessment instrument.

Mexico and the United States can both expect a secondary "basic skills crisis" analogous to the that enunciated in **A Nation At Risk** if there is not serious attention to upgrading the "educational product" delivered within the current adult basic education framework. Even if it is assumed that the adult education service delivery system can implement extremely high quality control — an assumption that is clearly unfounded — the risk of relying on currently prevailing concepts of "basic skills" learning objectives in adult education is that educationally disadvantaged workers (a group including both immigrants and a disproportionate number of native born minorities) will be relegated to a secondary labor market. [22] Many native born educationally disadvantaged workers may acquire SCANS type skills in the course of their everyday life, irrespective of the degree to which such competencies are addressed in the ABE or ESL curriculum. However, for immigrants, adult learning programs may not only be a "second chance" for acquiring the basic skills required in an information economy/society but a "last chance".

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22 Here, we assume that excellent quality control might be defined as a 95% level of confidence that an individual learner's competencies are as predicted by a quality control screening procedure. In actuality, contemporary concepts of industrial quality control and the international ISO 9000 standards seek to achieve greater than a 99% level of confidence for actual vs. predicted outcomes. As evidenced in the past two decades of research in cognitive psychology, literacy skills involve such complex cognitive processes, it is inevitable that adults' performance in a standard matrix of competencies is "ragged" — showing suprising strengths and weaknesses in relation to any summary expression of their competency.

Practical Implications for Individualizing Instruction for Former INEA Participants

Ultimately, the differences in the competencies possessed by the former INEA participant who has completed the elementary level continuum as distinct from a comparable adult with only six years of elementary schooling as a child rest primarily on tools for acquiring new knowledge, confidence and ability in practicing and refining new competencies, and experience in cooperative learning.

Communication Competencies

As noted above, the communication competencies possessed by a former INEA participant who has completed the curriculum can be expected to be superior to those possessed by learners having completed California's elementary subjects curriculum. However, actual ability to deploy those basic communication skills via participation in an ESL program is seriously compromised by the information processing demands of functioning in an unfamiliar language. This, in part, is one of the reasons to utilize a "transitional Spanish language learning" approach in building higher order communication skills within ESL.

Communication competencies developed through participation in INEA's elementary level skills curriculum are generally comparable to those articulated in **California's Model Program Standards for Elementary Adult Basic Education.** (May 25, 1993 draft) that considers elementary adult basic education to be comparable to a nominal eighth grade level.[23]. INEA completers' competencies are likely to be greater and broader in terms of general reading for understanding — particularly in standard text format and in a variety of literary genres. Reading ability in specific culturally linked — particularly forms literacy — reading tasks (e.g. job application, notices of benefits awards, product warranties, school forms) is likely to be less developed among INEA completers than among completers of California ABE courses. ETS Literacy Level 3 tasks requiring readers to locate and integrate information embedded in contexts with distracters, or in complex tabular displays will be particularly challenging to even those learners who have completed INEA's full elementary skills curriculum.

In general, INEA elementary curriculum completers' prose literacy skills in reading are likely to fall into a range referred to as Prose Literacy Level 2 in the ETA/ETS literacy survey — assuming that materials were presented in Spanish to isolate "basic skills" competencies from English language competencies. This is a level exceeded by only three percent of the ETA/ETS study population with less

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23 It is not clear that the ABE "eighth grade competencies" are, in actuality, equivalent to an actual eighth grade level. This is, of course, a complex and controversial issue and, it is generally considered inappropriate to reference actual life and worklife skills to nominal grade levels.

than nine years of schooling.[24] As noted above, forms literacy, referred to as Document Literacy by ETA/ETS is more characteristically culture sensitive. Consequently, it is to be expected that INEA experienced learners will fall into the Level 1 Document Literacy level in the ETA/ETS taxonomy — a level exceeded by 68% of the ETA/ETS study population with less than nine years of schooling.

INEA curriculum completers' writing skills are likely to be more developed and broader in terms of use of style to communicate connotation than those of U.S. experienced learners with similar reading abilities. However, as in the case of reading, specific forms literacy tasks are likely to be difficult for INEA experienced learners because U.S. writing competencies involve more extensive skills in outlining, listing, and other non textual uses of writing.

Listening/speaking skills are likely to suffer most from cultural factors since many of the listening/speaking tasks required as part of life skills and workplace skills are, to some extent, stylized with a variety of optional and obligatory ritual procedures. Practically, the greatest priority should be given to listening/speaking skills development with instruction focusing on making explicit the underlying assumptions and implications of typical social interactions.

Mathematics Competencies

Mathematics skills acquired in the course of the INEA elementary level learning continuum are likely to be less developed than in the comparable U.S. adult basic education courses — a recognition overshadowed by the fact that, in neither case, are the adult learner's competencies even near those required by most jobs and most everyday economic transactions. As in the case of language skills developed in the context of Mexican culture and the Spanish language, even INEA experienced learners' ability to apply basic computation skills in an unfamiliar context (e.g. in analyzing paycheck deductions, in making decisions about savings, in evaluating alternative home mortgage packages, in career planning, or choosing between competing job offers) should be considered to be seriously compromised by a shifted cultural frame of reference.

Neither California's elementary ABE standards nor INEA's mathematics curriculum are likely to provide adults with the basic skills required to engage in everyday tasks required in contemporary society, nor the nominal 8th grade level

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24 The group referred to as the ETA/ETS study population in this context is the "young adults" group, not the JTPA or the UI/ES study sub-population. The average RP80 for level 2 prose literacy is 256, a score exceeded by only 2.5% of adults with less than 9 years of education. Thus the ESL/ETA Prose Literacy Level 2 measure represents perhaps the best available measure of "eight grade" skills competencies. For details see Beyond the School Doors: **The Literacy Needs of Job Seekers Served by the U.S. Department of Education**, ETA/ETS, September, 1992. The ETA/ETS competencies scale may, however, may incorporate culturally-specific factors in its measurement of literacy at Level 2 and, clearly does at higher levels of functioning.

of competency specified in California's standards.[25] INEA experienced learners competencies in computation are likely to be the equivalent to those of lifetime residents of the U.S. with similar educational experience However, this population's ability to interpret graphic and tabular material (which also is not addressed adequately either in California's elementary adult basic education standards or in INEA's curriculum) is likely to be higher among life long U.S. learners whose competencies stem from daily interactions with written materials relying on these modes of representation.[26]

Because the ETA/ETS Quantitative Literacy scale is based on real world tasks in the context of U.S. society, it is not possible to predict INEA completers' competencies with a great deal of reliability. On the one hand, their "pure" abilities in mathematical computation will probably place them within the ETA/ETS Level 2 of Quantitative Literacy. On the other hand, unfamiliarity with the sorts of real world problem solving incorporated in the Quantitative Literacy scale makes it highly probable that most INEA completers' actual performance would fall in the Level 1 range of Quantitative Literacy — a level exceeded by 92% of the ETA/ETS study population.

Elementary adult basic skills ability (for INEA experienced and California experienced adult learners) is also likely to fall seriously short in terms of analyzing numerical patterns, variance, and elementary concepts in statistics — all of which are incorporated into current middle school mathematics curriculum frameworks.[27] Unfortunately, these skills are difficult to develop in the course of everyday living or work in the blue collar occupations filled by immigrant workers so it cannot be expected that these competencies will have been achieved "naturally" outside the classroom.

Most seriously, the INEA mathematics curriculum gives only passing attention to mathematical reasoning and quantitative mathematical thinking as part of general problem solving capabilities. However, since California's ABE standards framework is seriously deficient in this area also, the competencies of INEA experienced learners is likely to be comparable to that of California adult learners with similar educational experience. Specific deficits include lack of experience in differentiating between linear and non–linear trends, geometry and visualization, making choices among alternative mathematical systems of representation to solve practical problems, general understanding of hypothesis

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25 Nominal standards for mathematics competencies for K-12 were developed by the National Council of Teachers of Mathematics in 1989. Subsequent observations regarding the inadequacy of both California's and Mexico's "basic" mathematics competencies are based on this framework, as well as benchmarks of workplace competencies for blue-collar occupations in manufacturing.

26 See "Implementing the Standards: Building Key Concepts for Calculus in Grades 7-12", **Mathematics Teacher**, October, 1990.

27 See "Implementing the Standards: The Statistics Standards in K-8 Mathematics", **Mathematics Teacher**, October, 1990.

formation, testing, and reformulation, conceptual understanding of mathematics as a "language" for discourse, and graphic representations used in probability.[28]

In terms of adult competencies in mathematical communication and reasoning, INEA experienced and California experienced learners can be expected to have systematic deficits that will probably not be addressed until the learner begins to participate in vocational training or in a workplace learning program fashioned to meet the needs of a specific work environment. There is little utility to the ABE instructor addressing the mathematics deficits of the INEA adult learner within the context of California's ABE curriculum since the capability (in terms of curriculum materials, staff support, and available time) does not exist within the California Adult Education system. The deficits likely to be experienced by INEA experienced learners are, however, important to recognize in the context of "intermediate" skills development where it can be expected that remedial instruction will be necessary.

Summary — INEA Completers' Basic Literacy Competencies

With regard to minimum levels of prose, document, and quantitative literacy required for successful functioning in the workplace neither completion of the INEA curriculum, completion of eight years of regular schooling in California's K–12 system, nor completion of a typical ABE or ESL course provides a basis for more than marginal success in the workforce.[29] For example, JTPA participants and Unemployment Insurance recipients in the ETA/ETS literacy survey who reported that their literacy skills were inadequate for their most recent job had scores on literacy scales in the 222–260 range — considered by ETA/ETS to be "Level 2" proficiency, while mean scores for respondents judging their literacy skills adequate for their last job fell into the Level 3 range — about 280–290 out of a possible score of 500.

INEA completers' literacy levels can be expected to be higher than those of persons who literally only completed elementary school. In this sense, the INEA curriculum provides more than "elementary level" literacy competencies. At the same time, INEA completers' overall literacy competencies can be expected to be lower than even very seriously educationally disadvantaged U.S. educated students, in part because the actual literacy competencies required to function in

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28 See T.A. Romberg, "Evidence which Supports NCTM's Curriculum and Evaluation Standards for School Mathematics" in School Science and Mathematics, October, 1990 on the issue of mathematical reasoning. See Magdalene Lampert, "When the Problem is not the Questiona nd the Solution is not the Answer: Mathematical Knowing and Teaching", **American Educational Research Journal,** Spring, 1990 for a discussion of mathematics discourse.

29 Although, technically, ESL classes target whole language development, actual instructional practice tends to focus on development of oral communication competencies combined with a secondary set of "basic skills" learning objectives relating to acquisition of "life skills".

U.S. society are significantly different than those addressed in INEA's curriculum used in rural areas. INEA completers can be considered to have better than average foundations for continued, rapid learning as adults, but worse than average competencies in mobilizing "pure" literacy skills to accomplish typical prose, document, and quantitative literacy tasks, although their written language skills (particularly in self expression) may be more extensive than those of otherwise similar native born learners.[30]

Basic Competencies in Social Interaction

In terms of standard life skills curricula, INEA experienced learners (at least those from rural areas) can be expected to have strong foundations for rapid learning but very little familiarity with culture specific tasks which characterize life and work in California. The learning task facing these students will be to "bootstrap" their way to a level of functioning where they can begin to learn from ongoing experience.[31] Also, some of the fundamental assumptions about the functioning of the social system, the nature of community life, and the nature of family life will be seriously shaken by immigrants' experience in the California context. It is for this reason that OTAN California–Mexico Project has begun to develop curriculum resource materials designed specifically to address high priority issues of Mexican immigrants' social and economic life in California. This curriculum, the "Pais Desconocido" curriculum, can be used to supplement standard materials in familiarizing Mexican adult learners with the shifted cultural, social, and legal underpinnings of California life.[32] At the same time, the Pais Desconocido curriculum, by emphasizing challenging, and sometimes controversial real life issues, provides a handhold for immigrants to begin developing SCANS

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30 The ETA/ETS literacy assessment tool evaluates only "receptive" language ability — i.e. skillls in interpreting text and mathematical information. The area in which INEA completers are likely to have higher-level competencies — using language for self-expression — is a competency few have ample opportunities to exercise in the context of the U.S. workplace. Writing tasks which require analytic or expressive use of language are more likely to be characteristic of professional and managerial occupational classifications than the manufacturing and service sectors jobs to which immigrants have easiest access.

31 Adult learning proceeds on a basis of hypothesis formation, testing, and re-formulation which requires, as a foundation, a rudimentary sense of "waht's going on" in the course of unfamiliar social interactions and transactions. The learning problems experienced in an unfamiliar context are particularly challenging in terms of hypothesis-testing since ven the astute learner must function, effectively as an ethnographer to decipher "the meaning" of the behavior of the people with whom he or she interacts. Arrving immigrants' residential and occupational segregation in immigrant enclaves and inadequate access to other social strata makes the task of understanding the full spectrum of social interactions still more difficult.

32 See Edward Kissam, "El Pais Desconocido: An Immigrant Issues Curriculum", Micro Methods, Berkeley, 1993. The initial 20 basic instructional modules of this curriculum are available from OTAN. Additional modules will be created in the future and it is expected that the individual modules will be expanded to include further guidance on learning objectives, learning activities, and instructional methodologies.

type competencies in communication, teamwork, acquiring and analyzing information, and problem solving.

Personal traits which are not strictly speaking "competencies" or "skills" but which are areas of personal development incorporated in curriculum frameworks such as that presented by SCANS — i.e. leadership skills, "character", self–esteem — also will require attention as part of the broad goal of translating basic competencies developed in the Mexican social and cultural context into the U.S. social context. Instruction will need to forge beyond surface level examples of differences in cultural style to build immigrant learners' deep level awareness of U.S. value systems, modes of social interaction, and styles of indirect communication.[33]

Meta–Cognitive Competencies

In terms of the meta–cognitive competencies incorporated into the SCANS framework (e.g. acquiring, analyzing, and mobilizing new information; problem solving; exercising leadership), INEA experienced learners are likely to exhibit competencies more or less equivalent to those possessed by lifelong California residents of similar educational experience. Subtle differences of cultural style will remain and may, in some specific contexts, compromise INEA experienced adult learners' competencies. For example, interactions with official agencies and persons in authority in the California context are likely to be significantly different than in Mexico, given the extreme reliance in the American public sector on procedural safeguards (e.g. appeals of decisions, the availability of client advocates, legal services providers, etc.)

In many respects, communication skills are central to the meta–cognitive skills inventory required of workers by the SCANS framework and by an emerging global economy. In this regard, the current basic language arts and mathematical curriculum will need to be supplemented to better address what Wertsch refers to as "speech genres".[34] Agility, flexibility, and creativity will come to be increasingly valued as part of communication skills as demands to communicate with a more diverse workforce escalate (e.g. Japanese managers and U.S. blue collar workers) and in more diverse ways (e.g. via E–mail, teleconference, memo, team report). One specific area where INEA experienced learners will show lower functioning levels is in terms of reference skills — since Mexico does not have the dense web of information resources or technologies

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33 While Mexican emphasis of mutualism (Lomnitz, 1979; Lewis, 1968) provide a solid basis for building skills at working as a member of a team, an ability valued within new organizational frameworks, the co-workers with whom new immigrants interact are fairly unlikely to espouse these same values, thereby presenting immigrants with "mixed messages" about how best to function in the U.S.

34 See James V. Wertsch, Voices of the Mind: A Sociocultural Approach to Mediated Action, Harvard University Press, 1991.

commonly available in the U.S. (e.g. libraries, on–line databases, telephone based information services, computer based subject searches, reference manuals).

INEA experienced adult learners will also have less familiarity and competency in a cluster of competencies often referred to as "information technology" competencies. On the one hand these competencies require simply familiarity with commonly used devices (e.g. the telephone, the ATM).. On the other hand, they require meta–cognitive skills foundation which provides the substrate for rapidly and easily adapting to a new technological iteration.[35] These competencies are only partially embedded in the California ABE curriculum but it is likely that many California based learners, whether through life experiences or formal instruction, have had some opportunities to build these skills while Mexican learners will have had no opportunities. These information technology skills include: keyboard skills, familiarity with menu–driven computer software, specialized audio/video information services available by cable or on cassette, icon–based basic computer operations, calculators, telephones, hotlines, catalogues, directories, fee–based information services, etc. Remedial instruction in information technology applications probably deserves high priority, particularly in working with adult learners from rural Mexico. Such an emphasis is justified because familiarity, confidence, and willingness to experiment with information technology are key components of lifelong learning which is, in turn, a foundation for continued individual, social, and economic self sufficiency.

Conclusions

The adult basic skills competencies measured by commonly used standardized assessment systems used both by INEA and by educational service providers in California represent only a small subset of the skills required for successful functioning in everyday life in California — on the job, at home, and in interactions with the society at large. It is also unclear to what extent participation in and completion of a specific learning program, in fact, can guarantee a learner has acquired *and can deploy* the competencies nominally incorporated into the curriculum. Given the uncertainties of both criterion referenced and curriculum referenced measures of an adult learner's functioning in performing authentic tasks, it is crucial to understand that tentative conclusions drawn from a participant's report of learning experienced in an INEA sponsored program absolutely must be supplemented with individual observation and informal assessment This recognition is particularly crucial in the key areas of familiarity with and competency in using information technology, culturally variant social

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35 While the telephone is a ubiquitous technology, the California Telecommunications Education Trust recently completed a major 3-year effort to inform educationally-disadvantaged California consumers about telecommunications. Nonetheless, this effort gave only passing attention to the use of the telephone for data transactions, concentrating instead on voice applications.

interactions, and meta–cognitive skills which are not explicitly addressed in either Mexican or U.S. curricula or measured reliably by existing assessment systems.

In general, INEA completers can be expected to have strong foundations for continued learning. INEA completers' prose literacy — reflecting both reading understanding and writing skills — will probably slightly exceed that of comparable U.S. learners having completed an ABE course. However, INEA completers' document and quantitative literacy levels are likely to be in the lowest decile of comparable U.S. learners. In terms of authentic social functioning in U.S. communities and workplaces, the burdens experienced by INEA completers' in transferring literacy skills acquired in the social and economic context of rural Mexican life will constitute serious barriers to successful functioning. An obvious and urgent need will be for California adult learning programs to focus on the key issue of skills transferability. English language skills will also substantially impact INEA completers' functional literacy in the unfamiliar linguistic context of U.S. life. Instructional techniques will need to recognize and overcome learning barriers stemming from immigrants' social isolation, occupational segregation in a secondary labor market, and shaken confidence in their analytic and problem solving skills.

Particular emphasis will be needed to develop workplace competencies commonly expected of workers in a technologically advanced industrial society. Learning strategies should also give special attention to "information technology" in a variety of manifestations as a crucial vehicle for lifelong learning. Developing document literacy and quantitative literacy skills will be particularly challenging and will and instruction will need to incorporate extensive use of actual work and social life materials where a variety of meta–cognitive strategies must be employed to successfully deploy basic information processing skills.

Special attention will also be required to problem solving within the unique and difficult context of living in the United States as an immigrant. This will require an "enriched" curriculum approach to building life skills since standard curricula to some extent build on assumptions that adults have internalized some of the "rules of the game" of a society which is, in fact, culturally, socially, and legally very different than Mexico's.

INEA's emphasis on cooperative learning and self directed learning provide a solid basis for extending adult learner's educational experience out of the classroom into all facets of their social, community, and work life. However, INEA's approach to learning can also be expected to have fostered learner expectations regarding solid, individualized attention which is not always easily provided under California's highly impacted current instructional systems. INEA experienced learners can be expected to be highly motivated but, also, relatively demanding. Given the magnitude of the learning challenge facing these learners, greater emphasis on learning outside the classroom (extension of classroom learning into everyday life, alternative learning models, and post program support for continued learning) will be a crucial elements of Mexican immigrants' ultimate success in developing the basic skills of the SCANS framework.

Within the framework presented by the ETA/ETS literacy framework, INEA completers are likely to fall into a Level 2 range for Prose Literacy and a Level 1 range for Document and Quantitative Literacy — scores broadly comparable to a seriously educationally disadvantaged population with more than six and less than nine years of schooling. Yet even within the ETA/ETS competency framework, instructors should expect to see a very substantial variation in individual competencies on each literacy sub scale.

The transferability of language, mathematics, and meta–cognitive skills developed in the context of Mexican society will continue to be a major issue and it should be expected that there will be substantial individual variations in successfully deploying "foundation" skills in the American social context. Without evidence to the contrary, it should be assumed that transferability is fairly low and learning activities should be designed to foster the development of SCANS type competencies. Given the reality that ESL courses make up the de facto basic skills development learning opportunities for immigrants, it would be appropriate for the ESL field to reconsider its overall role — particularly with respect to the design of workplace ESL programs, the possible rethinking of VESL (vocational English–as–a–second language), and the close linkage between the ability to process complex syntactic structures and cognitive performance.[36]

California adult education instructors should supplement rough estimates of the competencies expected from an INEA completer with informal individualized assessment of actual basic competencies, with assessment of the learner's ability to transfer and utilize those competencies in an unfamiliar, and often hostile, social environment. At the same time it should be recognized that very few Mexican immigrants to the U.S. will have had an opportunity to complete the entire INEA "elementary skills" curriculum. More important than recognition of actual "technical" competencies in utilizing the symbolic systems of mathematics, oral language, and written language, California adult education providers should recognize the characteristic motivation, learning style, and self directed learning experience of adult learners who have participated in INEA programs.

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[36] A key recognition stemming from generative grammars is that resolution of syntactic structures is a key requirement for successfully performing the decoding or encoding tasks which make up the ETS Literacy Level 3-5 competencies. These "basic skills" are, in turn, the foundation for actual success (as opposed to abstract ability) in responding to common meta-cognitive skills demands highlighted by the SCANS competency framework.

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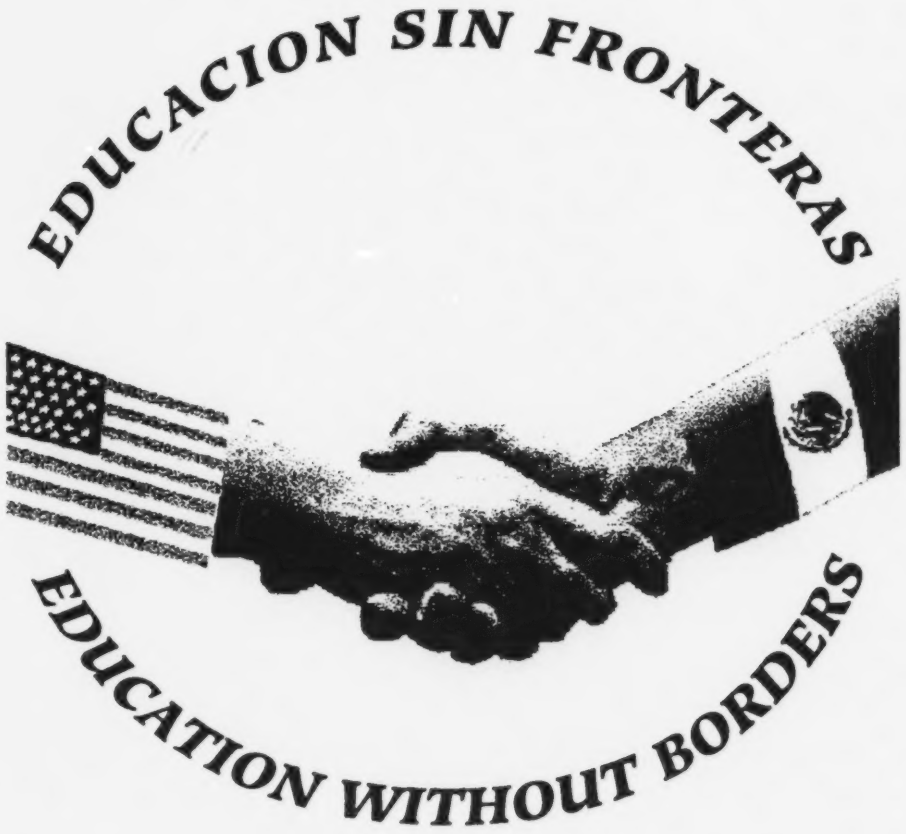

Exhibit H

"El País Desconocido"
Immigrant Issues Curriculum

El Pais Desconocido

Prototype for an Immigrant Issues Curriculum

Ed Kissam

Micro Methods
September 1993

Prepared for the California Department of Education, Adult Education Unit, in collaboration with the Hacienda La Puente Adult Education Program, Holda Dorsey, Director, U.S.–Mexico Project

Table of Contents

Prototype for an Immigrant Issues Curriculum 1

Overview 1

The Genesis of this Curriculum Resource 2

Goals for the Current Set of Instructional Modules 3

The Basis for New Collaborations in Adult Learning 6

Instructional Methodology for *El Pais Desconocido* 8

Resources for Re–Conceptualizing Basic Skills Development in the Information Society 10

MODULE 1 — Making Choices about Jobs 16

Overview 16

Basic Skills Development 16

Teaching Points 17

Resources Checklist 19

INSTRUCTIONAL AREA 25

Work and Career Planning 25

MODULE 2 — Womens' Work Issues 25

Overview 25

Basic Skills Development 25

Teaching Points 26

Sample Class Activities 27

Resources Checklist 28

MODULE 3 — Unemployment Insurance 30

Overview 30

Basic Skills Development 30

Teaching Points 31

Sample Learning Activities 33

Supplemental Instructional Materials 34

MODULE 9 — Renting a Place to Live 56
Overview 56
Basic Skills Development 56
Teaching Points 57
Sample Learning Activities 59
Resources Checklist 60
MODULE 10 — Landlords' and Tenants' Responsibilities and Rights 61
Overview 61
Basic Skills Development 62
Teaching Points 62
Sample Classroom Activities 64
Resources Checklist 64
MODULE 11 — Women's Changing Roles 65
Overview 65
Basic Skills Development 66
Teaching Points 66
Sample Learning Activities 68
Resources Checklist 69
MODULE 12 — Parents' Involvement in their Children's Education 71
Overview 71
Basic Skills Development 72
Teaching Points 73
Sample Learning Activities 74
Resources Checklist 75
MODULE 13 — Issues in Accessing Services 76
Overview 76
Basic Skills Development 77
Teaching Points 78
Sample Activities 81
Resources Checklist 83

MODULE 14 — Using Information Resources 84
Overview 84
Basic Skills Development 85
Teaching Points 85
Resources Checklist 88
MODULE 15 — Community Participation and Social Integration 90
Overview 90
Basic Skills Development 91
Teaching Points 91
Sample Learning Activities 93
Sample Topics to Address in Political Participation Learning Activities 94
Using the Political Participation Module in Different Learning Contexts 96
Problem Solving For The Political Participation Module 99
Resources Checklist 101
Appendix A — ORGANIZATIONAL RESOURCES — Political Participation Module 102
Appendix B — GOVERNMENT CONTACTS CHECKLIST — Political Participation Module 104

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Ed Kissam

Berkeley

September 1993

El Pais Desconocido

Prototype for an Immigrant Issues Curriculum

The current set of instructional modules is the prototype for a curriculum on immigrant issues meant to be used both in the U.S. as part of English–as–a–Second Language (ESL) courses and Adult Basic Education (ABE) courses serving adult learners who are immigrants.

Overview

These instructional modules are not yet a "curriculum". They are a set of resources to be used in a wide variety of learning contexts to address the concerns/needs of a specific group of learners. Teachers or learning group facilitators are strongly urged to reflect as to which topics might best match the interest and needs of the specific group of learners with whom they are working and discuss with them which sets of issues should be covered. It is envisioned that a specific ESL or ABE class might use incorporate one of the instructional modules into its curriculum, three or four, or seven or eight — but probably not all.

These modules have been developed to respond most directly to the concerns and learning needs of a "typical" Mexican immigrant to California seeking to better prepare himself or herself for working and living in the U.S. — a man or woman with less than eight years of schooling, from a rural area of Mexico, and having limited experience with mainstream American society.[1] Nonetheless, the instructional modules should be useful to instructors and group facilitators

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[1] The majority of both legalized and unauthorized immigrants to California are Mexicans. The "typical" profile presented here does not mean to overshadow the fact California's immigrant population is a diverse one and that there is, also, substantial diversity among Mexican immigrants to California. For demographic and educational profiles of the populations see CASAS, **Survey of Newly-Legalized Persons** in California, CASAS, 1989 and **California Findings from the National Agricultural Workers Survey**, USDOL, 1993. For a discussion of limited-education, Spanish-speaking immigrants' performance on a set of document literacy tasks see Ed Kissam, Jorge Nakamoto, and Enrique Herrera, "Hispanics' Response to the Census Long Form", Aguirre International, 1993.

working with a broad spectrum of immigrant learners — better educated more sophisticated emigrants from urban areas of Mexico, Salvadoreans and Guatemalans from rural areas, other Latino groups, and immigrants of all ethnicities. Instructors are encouraged to adapt the modules not only to the specific concerns of the group of learners with whom they work but also the specific ethnic, educational, and socioeconomic profile of their group.

The Genesis of this Curriculum Resource

The current set of instructional modules has been developed as part of an ongoing collaboration between U.S. and Mexican educators — the **Border States/Educacion Sin Fronteras Project** — initiated by the Youth, Alternative, and Adult Education Services Division of the California Department of Education as part of binational effort to improve adult education services for learners in both countries.

In April, 1992, a group of educators experienced in working with immigrant learners met with Dr. Geraldine Oppenheim Novelo of Mexico's Instituto Nacional Para la Educacion de los Adultos (INEA) to consider how best to make use of INEA's adult learning materials as part of literacy and basic skills development efforts in California. The Border Projects Curriculum Review Committee (made up of representatives from California, Nevada, Arizona, New Mexico, and Texas) developed at that point a recommended strategy for using INEA's Spanish language literacy materials as part of an ESL curriculum — allowing accelerated development of literacy skills in Spanish as a foundation for continued English language learning.[2]

These "immigrant issues" instructional modules grew out of the recognition that the INEA materials which integrated literacy development with basic skills development related to everyday life did not address the issues faced by Mexican immigrants living in California or other areas of California.[3] At the same time, it was recognized that the curriculum framework for "ESL/Civics" instruction in the

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[2] For advice, peer assistance, or consultation on using INEA materials, contact Holda Dorsey, OTAN Project, Hacienda La Puente Adult School at (800) 894-3113.

[3] It should be noted, however, that materials developed by Autumn Keltner for the California Department of Education provide valuable advice on classroom management strategies and instructional techniques for working with immigrant adult learners.

aftermath of IRCA had always been driven by the arbitrary requirements of INS citizenship materials — although tens of thousands of instructors had in one way or another modified existing ESL or life skills curricula to respond to the practical, everyday concerns of their immigrant students. In this context, the current set of instructional modules can be thought of as a practical curriculum on "real world living in the U.S." as distinguished from the INS–referenced "citizenship" curriculum of theoretical abstractions and dead historical data.[4]

At the same time, development of the current set of instructional modules has rested extensively on the recognition that numerous human service agencies, immigrant advocacy organizations, and legal service providers are engaged in a broad spectrum of instructional activities in a wide variety of informal learning contexts. These efforts, usually characterized as "outreach" have provided immigrants with timely and important information. But these topics have usually been integrated into the information flow experienced by immigrants in a piecemeal fashion (*e.g.* outreach on the TPS program, outreach on the anti–discrimination provisions of IRCA, outreach on resources for women). The hope was, thus, to provide a resource for beginning to address these issues in a more systematic way within the formal learning environment of adult learning programs.

Goals for the Current Set of Instructional Modules

Mexico and the United Sates are not simply two geographic regions — distinguished by language, economics, and social structures. Arriving immigrants, migrant sojourners, and even many long–term residents, confront not only a new language but also the "unknown country" of a social and legal environment that differs both in details and fundamental assumptions from that of the society they grew up in This prototype is referred to as the ***PAIS DESCONOCIDO*** curriculum to emphasize the metaphor of the immigrant learner as an explorer/anthropologist in a new world — a world with some familiar outlines but, also, surprising and unpredictable mythologies and rituals. These instructional modules address the central "problem" of deciphering the "rules of the game" of this complex social and legal environment and successfully responding to characteristic challenges.

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[4] An extremely useful general curriculum resource is Elsa Roberts Auerbach and Nina Wallerstein, **ESL for Action: Problem Posing at Work**, Addison-Wellesley, 1986.

The prototype curriculum, thus, is one which address immigrants' legal rights but, at the same time, seeks to build immigrant's skills in addressing and mastering the individual, family, and community challenges they are likely to face. In contrast to the relatively stable, continuous inter–personal relationships that characterize peasant communities and remote rural areas in both Mexico and the U.S., contemporary social and economic transactions rely more and more on securing, confirming, analyzing, and acting on novel, and sometimes contradictory information. Survival in the information society requires much more than the ability to read, write, and perform arithmetical computations. It requires that blue collar workers, as much as professionals, develop agility in steering themselves and their families through the social white water of a society more turbulent and unpredictable than that their parents knew.

The ***PAIS DESCONOCIDO*** curriculum prototype can be seen as a sketch for a basic skills curriculum for the information society.[5] The new direction for learning articulated in conceptual frameworks such as that articulated by SCANS (The Secretary's Commission on Achieving Necessary Skills), in policy analyses such as Carnevale's America and the New Economy, and in contemporary research on literacy is that the traditional distinction between "skills for living", "workplace skills", and "skills for civic participation" are rapidly disappearing. Worker productivity and personal empowerment are no longer contradictory objectives. They are inter–linked and complementary. Skills in acquiring, interpreting, questioning, testing, and reformulating information are absolutely essential. Creative and tough minded problem solving and teamwork are the necessary foundation for personal decisions and for career advancement. Versatility in communicating, negotiating, and taking leadership within a multi–cultural society and workforce is essential as is the ability to communicate not only with people but with entire information systems. The personal fulfillment, career success, and literal survival of all of us who live in the context of a global information society and economy hinge on the developing the personal and intellectual agility to navigate the shoals of the information society.

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[5] The companion piece to this prototype curriculum, a detailed discussion of issue related to assessing the competencies of limited-education adult learners from Mexico is Ed Kissam, New Paradigms for Learning: Building on Immigrants' Prior Experience to Develop Basic Skills for the Information Society", Micro Methods, Berkeley, September, 1993.

A major objective of this prototype for an immigrant issues curriculum is to address not only the "safe" life skills topics commonly included in current life skills curricula but to extend the scope of "basic skills" development to include "real life" life skills. Teaching life skills relating to bus schedules, getting a drivers' license, good nutrition, and using a checking account is important yet acquiring these basic skills does not provide an adequate basis for living one's life in contemporary California.

The issues faced by an immigrant population consisting primarily of "working poor" families are, in some respects, the universal problems we confront as part of the information society. But they also have some characteristic features. The challenges faced by immigrants are likely to include confrontations with landlords, a bewildering array of transactions with a variety of new bureaucracies, and interactions with supervisors, managers, and employers about real or perceived unfairness, illegalities, and issues of pay. The experiences which immigrants must somehow integrate into their lives include the reality of welcoming and helpful employers and neighbors but, also, the hostility of other employers and neighbors who see immigrants as the scapegoats for their own uncertain economic future. Immigrants' experiences include, also, deep and long lasting transformations of their own personal relationships as family life adapts to the realities of a new community context in the U.S. or, in other cases, to life as a member of a transnational community. Understanding new legal and social systems is one facet of the learning process inseparable from the process of reflecting on one's own experience, interpreting that experience, and formulating constantly changing strategies to "get ahead" — *i.e.* to manage one's own life.

Basic knowledge is no longer enough. The basic outlines of our social, legal, and economic universe are not only different than what they were twenty or thirty years ago; they are going to continue to change. Adult education instructors and learning group facilitators are now unequivocally obligated to see their role as "teaching" (collaborating in developing) strategies for navigating a continually changing "information ocean", not simply facts or rules. Why is this important in the context of addressing immigrants' learning issues? Because immigrants born and raised in another country, by definition, experience a severe disadvantage in mastering the intellectual acrobatics needed to cope with a society that is becoming increasingly challenging for even those who were born and who grew up in it to understand. A recently released Educational Testing Service report of the National Literacy Survey concludes that more than 80 million Americans lack the

basic literacy skills needed to functional effectively in society or in the workplace. More importantly than informing, THE *PAIS DESCONOCIDO* prototype curriculum seeks to build learners ability to use SCANS type skills.

A common vision shared by all of us is that the role of adult education programs are to provide adult learners with the tools they need to better manage their lives — personally, socially, economically, and in terms of individual fulfillment. That commitment, of necessity, implies a dedication to "anytime, anyplace, any pace" learning. Our hope is that this curriculum outline can serve as a resource not only in classrooms but outside of classrooms — in volunteer based literacy programs, in community based education and employment training programs, in churches, and by grass roots groups of immigrants formed to address common concerns.

The curriculum prototype is designed to frankly recognize the growing importance of transnational patterns of life — the reality that there is a large, and increasing number of heads of households, and even whole families, who live really in two countries. It is hoped that this prototype curriculum can also provide support to INEA staff and volunteers in Mexico in providing current and potential migrants with a better sense of the challenges and complexities they face in coping with the social ecology of the U.S. Whether or not the controversial North American Free Trade Agreement (NAFTA) is concluded, irrespective of border policy, and immigration laws, the reality is that California and Mexico have a high degree of economic and social integration already. Real world adult learning is already binational or transnational. There is no reason for educational systems not to recognize this reality and work toward the overall goal of *Education Sin Fronteras* — education without borders which is, at the same time, unlimited adult learning opportunities.

The Basis for New Collaborations in Adult Learning

Contemporary social action agendas in the United States have suffered from a growing fragmentation. A wide range of "outreach" efforts to marginalized groups in the society, each of them valuable in itself, have come to focus more narrowly on one specific issue or another, competing for attention — employment discrimination, access to quality health care, child rearing. The relation between these special purpose outreach efforts and the role of adult basic education has,

historically, been somewhat unclear. Some topics have been incorporated into the formal adult education curriculum but others have seen as being outside of the realm of adult education — in part because even a teacher who was a "renaissance person" could not remain current on all the issues. The separation between "basic skills development" and learning about the legal and social environment is no longer viable. Ultimately the role of adult education providers will, of necessity, be to integrate these many diverse efforts, to provide all adult learners, but particularly for immigrants, an informational "toolbox" for functioning in the society.

In an era when local and national businesses are moving toward the creation of "virtual corporations" — organizational structures among multiple partners designed to develop new strategies for new challenges, it is equally appropriate for similar partnerships to develop in education. California's immigrant advocacy groups have, of necessity, needed to address the full spectrum of issues that immigrants confront and, consequently, have needed to take a panoramic perspective. These groups will be valuable partners to collaborate with adult educators in building immigrants' awareness of the United States legal system, its complex system of social service support, and strategies useful to immigrants in forming their own grass roots support networks.

Such "learning collaborations" will need to recognize that the role of the adult education system cannot be confined to the narrow mission of providing a fixed unchanging "curriculum" of basic knowledge and skills but, instead, to expand that role to allow adult education more flexibility in serving as a skills development resource for its "consumers" — adult learners. At the same time, systems such as California's and the nation's network of legal service providers will need to understand that they must become part of the delivery system of adult education. As social transactions become increasing formalized, the need for learning in informal contexts outside the traditional classroom will become increasingly pressing.

THE *PAIS DESCONOCIDO* curriculum can provide a basis for new collaborations in which traditional educational institutions (*e.g.* adult schools) join with non educational institutions (*e.g.* legal services providers) to offer adult learners new opportunities for structured learning outside the traditional classroom and outside the confines of classical organizational roles.

Instructional Methodology for EL PAIS DESCONOCIDO

The current prototype identifies a series of skills development "domains" and provides a set of instructional modules corresponding to different topics. At the same time it sketches out a format for a constantly expanding curriculum resource, a document that will eventually contain:

- a rationale for addressing each issue area,
- teaching points and learning objectives,
- individual and group "exercises" and learning projects, and
- informational resources (primary documentation) relating to these topics.

The prototype curriculum relies on instructors' ingenuity in configuring the generic modules to the needs of their particular group of learners. A key recognition is that the goal of the curriculum is not to provide learners with "definitive" answers about any of the family and community issues covered, about any of the legal issues addressed, or about immigrants' rights as residents of California and of the U.S. No such definitive answers are possible. The goal is to develop strategies for acquiring, analyzing, and mobilizing information. Individual family and community issues require unique solutions. Even the "hard" legal facts are constantly shifting — sometimes subtly, sometimes not so subtly.

The instructor's role need not be that of an expert. Being a moderator, facilitator, and general intellectual resource is enough. The instructor need not fear being wrong on one specific issue or another (although it is, of course, wise to try to be well informed) because a key teaching point about the information society is that persons in positions of authority are, indeed, sometimes (or often) wrong. Lucid, systematic, informed, and responsive, yes. Expert, definitive, and always correct, never.

The point of the *PAIS DESCONOCIDO* prototype curriculum and the focus of the instructional methodology must be to build adult learners' analytic, problem solving , and communication skills. Efforts to build these SCANS type skills must be structured and systematic but broadly defined. Some instructors may feel their students are not "ready" for dealing with issues in these instructional modules. The reality is that as adults living and working in California they are already dealing with these issues with varying degrees of success.

It will not be possible to teach the adult learners in one's class to "walk before they run". Water perhaps provides a more appropriate basis for metaphors about skills acquisition. Contemporary California life is an ocean and the choices faced by immigrants are not "to sink or to swim" (because the issue is not so much one of literal survival as it is one of prevailing over circumstances with a modicum of dignity and control) but to "swim or to surf". "Surfing" — an agile, versatile, complex, balancing act — is necessary to get anywhere in the turbulent social and economic conditions of California. "Swimming" — going through exhausting repetitive motions, eyes at water level — is difficult, disheartening, and dangerous. Addressing learning objectives without some ultimate goal related to surfing the information society can only perpetuate social inequity.

Sample exercises focus on class discussions because listening to others, interpreting what they say, modifying or even "correcting" what one says or what others say represents the paradigm case of what goes on in most information rich contexts. Controversial topics are included because, without experiencing controversy, it is not possible to develop analytic skills. In issue areas where there turns out to be a suspiciously high degree of agreement must become opportunities to push farther and harder in questioning the solidity and validity of an apparent consensus.

Sample classroom exercises in which the group surveys its own membership, family, friends, and others, consults print resources, uses the telephone, or (if available) computer terminals are included because these are paradigm cases of information acquisition. It is recommended that representatives of government , service organizations, and business be invited to class — but not simply as experts — as individuals with whom learners can practice how to engage in dialogue, who, ultimately, they must, as involved members of the community, hold accountable for what goes on in their own respective domain.

Several instructional modules include exercises relying on graphic representation, including mathematical calculations to derive some of the values that are subsequently represented graphically. The emphasis on quantitative reasoning in a "social issues" curriculum may, perhaps, be surprising but, ideally, the prototype curriculum would include even more attention to quantitative reasoning. Numbers are, after all, the core of our economic transactions, our political system, and the structure of many of our human service programs.

Resources for Re–Conceptualizing Basic Skills Development in the Information Society

It is argued here that the ***PAIS DESCONOCIDO*** prototype curriculum is, most of all, a resource for building the basic skills learners need for the information society. It is strongly recommended that instructors review the primary SCANS documents — **What Work Requires of Schools** and **Learning a Living: A Blueprint for High Performance** (available from a local Government Printing Office or by Fax at (202) 512–2250).

Instructors interested in looking more closely at the relationship between contemporary literacy demands, employment, and everyday life may want to review Irwin S. Kirsch, Ann Jungeblut, and Anne Campbell, **Beyond the School Doors: The Literacy Needs of Job Seekers Served by the U.S. Department of Labor**, ETA/ETS (available from the National Clearinghouse for Adult Education, U.S. Department of Education).

Instructional Design Options

The instructional modules presented in the ***PAIS DESCONOCIDO*** prototype curriculum can be adapted to a number of different learning environments — both in a formal classroom setting and in other settings — *e.g.* church, cafeteria, private home. Instructor's choices of which modules to use can and should be based on discussions with class participants as to which "immigrant issues" topics might best respond to their particular interests and concerns.

The modules can also be adapted to be a variable length. With more time available, it will be possible to build active learner involvement based on projects related to the particular topic and task assignments which link the learning activity together. With less time available, it will be necessary to focus more on conveying key learning/teaching points and building learner's confidence that they can continue learning on their own. Whatever the instructor's decision about the length of the module, the key element will be a commitment to build class participant's experience in active learning, active dialogue, and active analysis of the issue at hand.

Ideally, part of adult learners' experience in using these modules will be the opportunity to observe the instructor in action as an experienced learner using the

skills at his or her disposal to find out about topics they themselves are unfamiliar with. This experience of collaboration with an experienced information society navigator in finding out and interpreting new information provides a solid basis for building learning skills.

Options for using the instructional modules as part of community adult learning services include both using the modules as part of classroom instruction or as part of special events in an informal learning context:

- ❒ a one–night meeting/special event (2–3 hours)
- ❒ a two day weekend workshop
- ❒ a two weekend workshop, one day each weekend
- ❒ a four week special topic module as part of an ESL/ABE course
- ❒ a 10 week strand as part of an ESL/ABE course

While it is, inevitably, tempting to see any list of topics as all being of "the same size", some topics are larger — broader, deeper, and more complex than others. Issues about career choices, about accessing information, are "bigger" than relatively simple issues of substantial practical importance such as apply for unemployment insurance.

The instructional modules in the ***PAIS DESCONOCIDO*** curriculum are appropriate for any level of adult learners. The module can and should be adapted to learners' English language skills and education background. For extremely limited English language groups, most discussion, dialogue, and exercises should be in the native language. However, it is possible and appropriate to introduce some English language materials. For multi–level classes, the strategy of establishing teams to work together on exploring issues and mastering skills (*e.g.* jointly filling out a bureaucratic form, looking in the phone book for phone numbers of different agencies, interpreting a pamphlet on eligibility regulations) can both make the instructor's job manageable and learning more fun.

The following skills development matrices highlight types of instructional activities which can be used as "building blocks" for developing learners' skills (listed in the cognitive skills development dimension of the matrix) and to practically reinforce and extend learners' behavioral utilization of the cognitive skills (listed in the behavioral development/practical application) dimension of the matrix.

Skills Development Matrices

The relationship of active learning activities associated with the modules to major domains of skills development is outlined in the following matrices.

Matrix 1: Language Skills Development

Cognitive Skills Development Domain	**Types of Learning Activities and Learning Objectives**			
1. Language 2. SCANS 3. Math 4. Life Skills	*Deeper, More Extensive Oral/Aural English Usage*	*Extended Learning Beyond Classroom*	*Family and Neighbors' Involvement in Learning*	*Improving Self Confidence and Self-Esteem*
1–1 Interpreting oral information	classroom discussion and debate review videotape or audio tape of newscasts, talk radio	family discussion and report back listen to newcasts, public affairs programs, talk radio	family and neighborhood discussion and report back, assistance in forming mutual support groups	form "project" groups emphasizing diverse roles of each team member
1–2. Interpreting written information	bring in pamphlets, flyers, review paraphrase headlines, discuss and debate	analysis and questioning — newspaper and magazine articles	if common interests emerge, support involvement by sponsoring community forum night	provide positive feedback for successful paraphrase, and synthesis of information
1–3. Language expression–oral	classroom discussion and debate, paraphrase of 2nd and 3rd party statements and perspectives	family discussion	neighborhood discussion	positive feedback on accuracy of reporting others' perspectives, analyses, and validity of questions
1–4. Language expression–written	discussion of draft letters to the editor, to politicians	draft letter to the editor, letter to politicians	discussion of draft letters with family and neighbors	positive feedback on draft letter

Matrix 2: Meta–Cognitive Skills Development

Cognitive Skills Development	Behavioral Development/Practical Application Potential and Types of Learning Activities			
1. Language 2. SCANS 3. Math 4. Life Skills	*Deeper, More Extensive Oral/Aural English Usage*	*Extended Learning Beyond Classroom*	*Family and Neighbors' Involvement in Learning*	*Improving Self–Confidence and Self–Esteem*
2–1 Analysis — examining validity of data	examine data brought to opposing sides of controversial issue	report back on differing family opinions and rationale for differences	share information in debate with neighbors and observation if they bring new or different "facts" to debate	positive feedback on the importance of diverse analyses, opinions
2–2. Analysis — synthesis of countervailing information	discuss stereotypes of immigrants vs. actual immigrant experiences	discuss family members' differing opinions	report on discussion with neighbors or community group on priorities of "important issues"	positive feedback on the utility of different sources of information and limitations on all
2–3 Analysis — Relating information to personal interests and values	debate on one "unimportant issue", one "important" issue	family discussion of children or teenager priorities vs. adult priorities	report on discussion with neighbors or community groups about interest patterns — *e.g.* men vs. women's interests	positive feedback on differing personal value systems — *e.g.* children vs. parents
2–4 Negotiating skills	classroom exercise — seeking consensus out of diverging perspectives	report on any changed perspectives of family members due to discussion	report back on neighbors' changed perspectives if any or group activities	Highlight the role played by negotiators in building compromise or consensus
2–5 Team work –communication with co–workers to address broader range of issues	build through group work of "teams" in class	report back on family cooperation in addressing problems	report on neighbors' cooperation (or lack of) in addressing important issues	positive feedback on achievements, discussion of barriers and difficulties
2–6. Self–direction in broader range of social and legal contexts	build through class identification of key subject areas to address in class	discuss family responsibilities for different family tasks	encourage group self–direction vs. reliance on "expertise"	review examples of learners' own self–direction discuss practical utility of self–direction, particularly in workplace

Matrix 3: Life Skills Development

Cognitive Skills Development	Behavioral Development/Practical Application Potential and Types of Learning Activities			
1. Language 2. SCANS 3. Math 4. Life Skills	*Oral/Aural English Usage*	*Extended Learning Beyond Classroom*	*Family and Neighbors' Involvement in Learning*	*Improving Self–Confidence and Self–Esteem*
4–1. Self–direction in broader range of social and legal contexts	build through class identification of key subject areas to address in class	discuss family responsibilities for different family tasks	encourage group self–direction vs. reliance on "expertise"	highlight and review examples of learners' own self–direction discuss practical utility of self–direction, particularly in workplace
4–2. More extensive and effective Interaction with local social systems	invite appropriate representatives for chosen issue area — encourage hard questions and dialogue	discuss concepts of due process	provide assistance to grassroots groups if requested	highlight and review examples of successful interaction discuss the benefits in terms of dignity, ethics, of even failures
4–3. Collaborative efforts with family and community	request learners to reflect and report on changed relationships during or at end of instructional module	report back on family sense of changing relationships at the end of the instructional module	sponsor end of module or end of course potluck for family or friends and recognize individual learners' achievements	confidence and self–esteem are outcome from actual achievements, positive feedback, and end of course recognition ceremony

The skills matrices demonstrate that integrating attention to the social and legal issues currently faced by immigrants into the language, mathematics, and basic skills curriculum of ESL and ABE classes provides a means to extend and enrich learning both inside and outside the classroom. This theme is used in each instructional module.

Notes – Introduction

INSTRUCTIONAL AREA

Work and Career Planning

MODULE 1 — *Making Choices about Jobs*

Overview

Even in the tight labor markets faced by immigrants, it is possible to choose among potential jobs. These choices almost always involve weighing factors such as hourly wage vs. stability of employment, good supervision vs. earnings, or distance to work versus pay. This module focuses on building the basic decision skills workers need to weigh different alternatives and some of the basic math skills needed to quantify the information used in making informed decisions.

The absolute basic information workers need is about their legal rights as workers. Beyond that floor of minimum knowledge, there is a great deal that workers can do to find their way to the best available working conditions. Workers in blue collar jobs can benefit, just as professionals and executives can, from constantly examining their options but, at the same time, being cautious before making a move which will affect their job stability.

Individual interests, aspirations, and concerns vary but workers' bottom line must be to earn enough to support themselves and their families, to be treated fairly by supervisors, and to have opportunities for advancement, not just a job for the moment. Workers in unskilled jobs requiring hard physical labor need to prepare for the future when they can no longer work so hard or compete with younger workers in better physical shape.

Basic Skills Development

This module integrates basic skills development in computation and numerical reasoning with values clarification, and the development of analytic and problem solving information. It can be used as the basis for a one time educational workshop or meeting activity, a weekend two session workshop, as a special topic unit in an Adult Basic Education or ESL course, or as a thematic strand throughout an ESL or ABE course.

Areas of skills development emphasized in this module include:

- ❒ *Basic computation skills*: multiplication, division, addition, subtraction
- ❒ *Mathematics applications*: estimation, use of ratios for comparison, area under a curve
- ❒ *Graphical presentation of information*: tables, simple graphs
- ❒ *Reference skills*: securing oral/aural information, telephone book, government pamphlets
- ❒ *Communication skills*: discussions with co–workers, supervisors, employers
- ❒ *Analysis and Problem solving*: deduction, contingency planning, synthesis of divergent information

Teaching Points

Basic Rights

1. **In California, the minimum wage is $4.25 per hour**. Workers must be paid the minimum wage even if they are paid on a piece work basis (*i.e.* a certain amount per lb. of produce, per garment sewed, etc.). Workers also must be paid for waiting time if the employer told the worker to wait (for example, when a conveyer belt has broken).

2. **Workers should be paid one and one–half times their salary (at least $6.38 per hour for a minimum wage worker) for overtime**. Overtime is more than 8 hours in one day or more than 40 hours in each week. If a worker works more than 12 hours during a day, he or she should be paid double time for the hours worked over 12. Many employers will, however, fire an employee for being a "troublemaker" if they demand overtime pay.

3. **Workers have a right to a check stub showing the hours they have worked and the deductions from their pay** for Social Security tax, income tax withholding and any optional employee–authorized deductions such as health insurance. Employers who do not pay by check or who do not provide their workers with a check stub are violating state and federal law and are likely to also be violating the worker's rights. The check stub should also include information on number of hours worked and hourly wage (or number of pieces of work done and pay rate).

4. **Almost all workers have the right to be covered by unemployment insurance, disability insurance, and Workers' Compensation**. Workers' compensation should pay for medical costs and, in the case of serious injuries, for retraining, for on–the–job injuries. In some cases even injuries suffered on the way to work may be covered. Disability insurance pays benefits to a worker if they are disabled for a period of up to a year. Unemployment insurance pays benefits to workers who are laid off but not to workers who quit a job or who are fired.

5. **It is illegal to fire a worker for standing up for their rights**. However, workers should understand that if they are illegally fired, they will need patience and perseverance as they follow through with legal action to seek recourse.

Thinking About Earnings And Acting

6. **There are sometimes trade–offs between hourly wage rate and employment stability**. Workers need to think carefully about those tradeoffs. It is always a good idea, if possible, to talk to workers currently working at a company about it before taking the job — in part to find out whether there's high turnover because the work is difficult, because the supervisors are bad, or because the employer often fires workers.

7. **The best time to think about getting a better job is when a person is employed**. Thinking about getting a better job should usually start by thinking about whether there are opportunities for promotion at the place where a person begins working. But — in order to get ahead — a worker should always keep a network going — asking friends about job openings, looking in the newspaper, reading help wanted signs, and even stopping by the Job Service office. Part of getting a better job is doing well at one's current job — even if its not one that the worker likes a lot. U.S. employers like people to "show ambition" — make it clear they are "pushing" to advance themselves.

8. **If there seems no way to get a better job, the only answer is to consider how best to learn new skills**. There are actually lots of ways to learn new skills. They include talking to friends who do a kind of work one likes, helping those friends, talking to co–workers and helping co–workers. and reading books — as well as going to an adult education class, a vocational skills training class or an employment training program. Looking for a new job is like a business itself — one should always consider what it costs (in time and money) and what benefits it might bring.

9. **Workers should find out the full name of the company they work for.** Many workers in immigrant dominated industries such as farmwork are hired by a mayordomo, a labor recruiter, or some other labor market intermediary and do not know the correct name of the company that employs them. Workers should be sure to get the correct and full name of the company (not only the person they work for — *e.g. "El Chato"*).

Long–Term Worklife Planning

10. **People have different earnings needs at different points in their life**. Young workers can, if they want, afford to take a job that pays less but which is "better" in terms of job advancement potential than a slightly older worker who has a family to support. Older workers need to worry about whether they can keep on working in the work they do — if it is physically demanding. Sometimes its better to take a job that's less well–paid if it provides more security.

11. **In the next 20 years, almost every kind of company will need more supervisorial and managerial workers but less "line workers" Demand for bilingual/bicultural supervisors will increase rapidly.** A very useful strategy for many workers is to understand that if they get along well with other people, enjoy helping them learning something new, and like to take initiative, they should build on those skills to maximize their chances of moving into a supervisory or managerial position. The need for bilingual workers will be particularly acute, so there is a real payoff learning English well, not simply adequately "to get along".

12. **In the next 20 years, almost every kind of company will require workers to be constantly learning on the job.** Very few workers will learn how to do a trade or occupation before they are employed. More will learn on the job — going to special training sessions, reading technical manuals, watching videotaped operations, working on a computer–based learning system, talking to co–workers, and sometimes deciding to take a special set of classes that they think will help them compete better for jobs (*e.g.* accounting). Practicing learning and learning how to enjoy learning is an important investment.

13. **An important aspect of thinking about earnings is to think about the costs of working as part of deciding on a job.** Financial costs often ignored in thinking about a job possibility include transportation costs, child care costs, and the costs of living near a given job. Non financial costs are also ignored sometimes — time away from one's children, conflict with co–workers and family from working at some.

Resources Checklist

Print

1. Wallet Card. "Trabajador — conozca sus derechos", CHIRLA
2. "Sueldo Minimo, Tiempo Extra, y Otros Derechos en el Trabajo", Legal Aid Foundation of Los Angeles. (Also English version).
3. "Como Archivar un Reclamo con el Comisionado Laboral", Legal Aid Foundation of Los Angeles (Also English version)
4. Dept. of Labor Wage and Hour Division Complaint Form
5. Sample check with check stub information
6. Work Related Benefits and Deductions handout.
7. Hourly, Daily, Weekly, Monthly, and Annual Earnings Worksheet
8. Piece Rate Earnings, Hourly, and Daily Earnings.
9. **Immigration Related Employment Discrimination: A Practical Legal Manual — 3rd Edition**, available from the National Immigration Law Center

Organizational Resources

1. Employment Law Office
   Legal Aid Foundation of Los Angeles
   1636 W. 8th St., Suite 313
   Los Angeles, CA 90017
   (213) 389-3581
2. U.S. Department of Labor
   Wage and Hour Division
   3660 Wilshire Blvd.
   Suite 600
   Los Angeles, CA 90010
   (213) 252-7566
3. CHIRLA
   c/o United Way
   621 South Virgil Ave.
   Los Angeles, CA 90005
   (213) 736-1324

Work Related Benefits And Salary Deductions

Handout

Deductions

1. ***Income Tax Withholding***. It is obligatory for employers to withhold income tax contributions for employees. The amount of the withholding is computed by the employer using a table — based on the W–4 form an employee has filled out listing his or her dependents and based on his or her salary. Some higher wage employees will also have California Income Tax withholding.

2. ***Social Security Contributions***. It is obligatory for employers to withhold social security contributions under the Federal Insurance Contributions Act. These contributions are put in a trust fund to support workers' retirement cash and health benefits. The employee's contributions are matched by the employer.

Employer Contributions

3. ***Unemployment Insurance Tax Payments***. Employers must pay into the California Unemployment Insurance Fund. The exact rate depends on their worker turnover. UI is not a deduction from the worker's wages but a payment by the employer. MANDATORY

4. ***State Disability Insurance Payments***. Employers must pay into the State Disability Insurance Fund. This fund provides support to workers who are unable to work because of a short term injury, illness, or disability. Long term disability falls under the Workers' Compensation System. MANDATORY

5. ***Worker Compensation Insurance***. Employers must include their employees under a Workers' Compensation Insurance policy. This policy provides payments for medical treatment for work related injuries and illnesses and, also, pays for rehabilitation and/or retraining for workers who have suffered a permanent injury. The Workers' Compensation also makes lump sum payments for some permanent injuries as well as paying a specified lump sum to the family of workers killed in a work related accident. MANDATORY

6. ***Health Insurance***. Health Insurance is a benefit that many, but not all, employers provide to their employees. Plans vary tremendously and may cover a worker only or the worker and their family. Most plans currently require a co–payment from the worker (deducted from his or her check) to cover the employee's dependents. The actual value of health insurance benefits depends on the worker's and his or her family's need for health care. OPTIONAL (pending National Health care reform).

7. ***Retirement Plans***. Many but not all employers contribute to a pension or retirement plan for their employees. Arrangements vary tremendously from plan to plan. The employer's contribution sometimes is tied to an employee's contribution, making saving practices an important issue.

8. ***"Cafeteria Plans"***. Some companies allow their employees to choose among a "menu' of different benefits — up to some maximum amount of benefits. These choices need to be made individually and often require a good deal of thought about how to maximize benefits.

Hourly, Daily, Weekly, Monthly, And Annual Earnings Worksheet

Standard Conversions

Wage Rate/Hour x Hours/Day = Daily Wages — *e.g.* $5.00/hour x 8 Hours/day = $40/day

Earnings/Day x Days/Week = Weekly Earnings — *e.g.* $40.00/day x 5 days = $200/wk.

Weekly Earnings x 4.2 = Monthly Earnings (estimate) — *e.g.* $200/week x 4.1 $840/month.

Monthly Earnings x 12 = Annual Earnings (estimate) — *e.g.* $840/month x 12 = $10,080/year

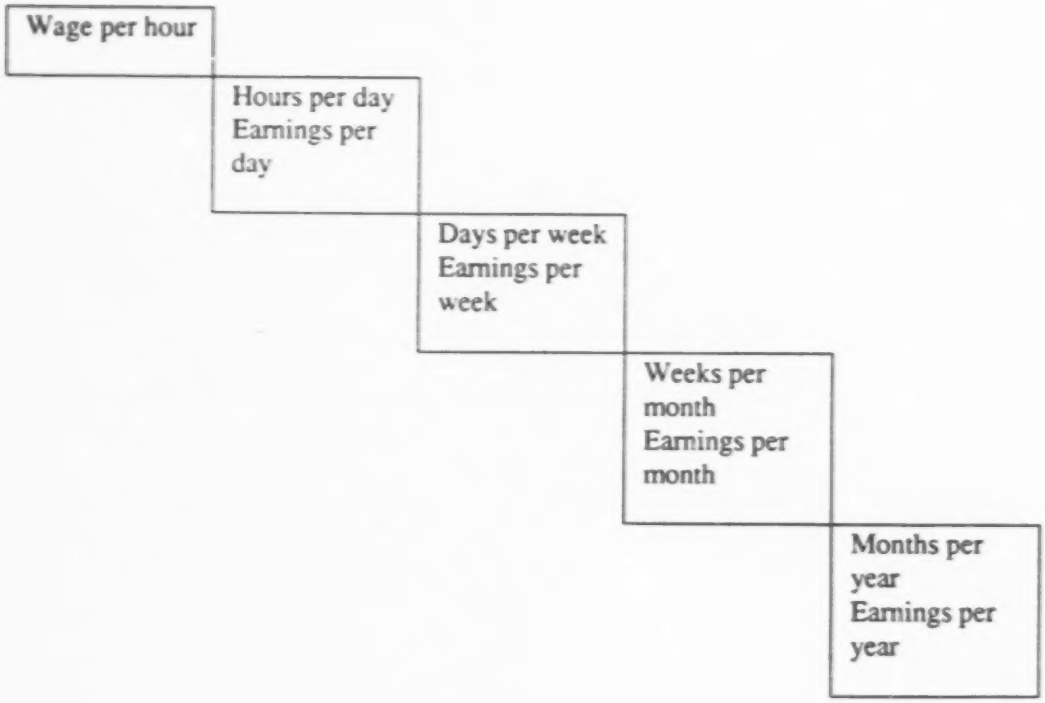
Alternative Conversions

Hours per month = 168 hours/month (approximately) — *e.g.* $5.00/hr x 168 = $840/month

Hours per year = 2,080 hours/year. (approximately) — *e.g.* $5.00/hr x 2,080 = $10,400/year

Days per year = 260 days/year. — *e.g.* $40/day x 260 days = $10,400/year

An Individual Worker's Earnings



Piece Rate Earnings, Hourly, And Daily Earnings

$$\text{Hourly Wage} = \frac{\textit{Daily earnings}}{\textit{Duration (Total hours worked)}}$$

Duration (Total hours worked) =

Time arrived at work to Time left work

MINUS waiting time, lunch, breaks

Daily earnings =

Number of pieces per hour

X number of hours per day

X piece rate

SAMPLE PROBLEM – CUTTING ASPARAGUS

Went to work at 5 AM and left work at 2 PM = 9 hours

Waiting time for new boxes: 1 hr, 2 breaks of 15 min.

= 7.5 hours

43 pounds of asparagus per hour

X 7.5 hours

X 15 cents per lb.

= $48.37

Hourly wage = $48.37 divided by 7.5 hours = $6.45/hour

* Ask workers if they work as fast at the end of the day as at the beginning of the day.

** To compare the value of two different piece rates, remember that the ratio of the piece rates is (everything else being equal) the same as the ratio of the earnings at the different piece rates. So an increase of 2 cents per lb. on an asparagus piece rate of 15 cents per lb. makes a difference of 13% in daily earnings or about $6.44 or, for a typical work week of about 30 hours — about $26 per week in earnings.

INSTRUCTIONAL AREA

Work and Career Planning

MODULE 2 — *Womens' Work Issues*

Overview

Immigrant women face special problems in their work lives because the jobs most commonly available to women are very likely to involve marginal working conditions, low wages, and a fair measure of job insecurity. "Home work" employment consisting of piece rate sewing or other similar work is particularly likely to entail exploitation and illegal working conditions. Other sorts of employment such as farmwork or electronics may present special risks for pregnant women.

In the U.S. there are a number of legal provisions guaranteeing workers receive the minimum wage, equal treatment, and freedom from discrimination but these legal provisions are seldom actively enforced. Women seeking redress for unfair or illegal treatment will need to prepare themselves for the reality that the process will be a long and tedious one. Nonetheless, seeking redress is often worthwhile as awards typically require an employer to pay substantial back wages.

Options available to workers experiencing problems include negotiation with supervisors and managers (perhaps after joining together with co–workers as a group to seek redress), seeking a new job assignment, or changing employers entirely. The benefits of earnings from work need to be weighed against the problems experienced at work.

Detailed, documented, and accurate information on treatment at work is an important ingredient in workers successfully standing up for their rights.

Basic Skills Development

Legal/Social Framework: Awareness of legal protections against discrimination on the basis of gender, protection against sexual harassment, minimum wage provisions, coverage of domestic workers.

Analysis and Problem Solving: Weighing conflicting alternatives (filing legal complaint vs. continuing without complaint), seeking accurate information on

3. Ask women to share their strategies for dealing with the problems experienced in domestic work.

4. Invite a local community worker working as a paraprofessional in a community organization, school, health clinic, training program, or other human service organization to discuss how she got into that kind of work and what advice she would have for others who are interested.

5 Review the basic job qualifications for readily available jobs with the class and compare what the qualifications are with class participants' skills. Discuss what kinds of educational investments (including self directed study) might allow them to develop the skills they need.

6. Invite a local immigrant employment rights group representative, public interest lawyer or labor lawyer to discuss discrimination complaints to the Equal Employment Opportunity Commission (EEOC), to the Fair Employment and Housing Commission (FEHC) and to the Office of the Special Council, Department of Justice (OSC).

7. Invite women from grassroots cooperative organizations such as Mujeres Unidas y Activas (in the San Francisco Bay Area) or the Red De Defensa Laboral (in the Los Angeles area) to talk to the class about their organizations and their personal experiences in resolving the problems they face.

8. Role play a negotiation with a supervisor about workers wanting better working conditions — *e.g.* more time for breaks, better explanations of tasks, less favoritism. Explore "good" and "bad" strategies for negotiation.

9. Discuss as a group what workers most want to change in their work situation — better pay? better working conditions? better opportunities for promotion? more equitable treatment? Describe how a good supervisor or manager should interact with workers and prepare a checklist for women in the group to use in deciding on jobs.

Resources Checklist

CHIRLA

c/o United Way

621 South Virgil Ave.

Los Angeles, CA 90005

(213) 736–1324

CHIRLA Domestic Workers' Committee/Workers' Rights Committee contact is

Nancy Cervantes (213) 736–1300 Extension 231

CIRRS (Coalition for Immigrant and Refugee Rights and Services)

employment may be difficult to access, women's cooperatives have been formed to supply domestic workers and some groups are seeking to make street vending easier. New groups are also forming to provide support for rape victims, women who have experienced discrimination and, in general to address women's problems.

7. **Women, as well as men, can benefit economically from seeking ways to improve their employment options**. Women can no longer be relegated any longer to a status as "secondary wage earner". In most families, both husbands and wives need to seek to maximize their earnings potential. Men and women immigrants may both underestimate their potential for career mobility, saying "I have no skills". The skills needed for career mobility and advancement now rest more on communication ability (including English language skills), a willingness to learn new skills, facilitating in learning new skills, the ability to work as a member of a team, and engage in problem solving with co–workers than on vocational skills. Night school, community college, ESL classes, or programs of self directed learning can be tremendous investments.

8. **There are special opportunities for women in a variety of human service occupations.** There will be a tremendous demand for bilingual human service workers in the near future. As California comes to be an increasingly multi–cultural society, demand for bilingual service and human service employees in jobs often filled by women will increase tremendously. Budget constraints will mean that many of these jobs will need to be filled by workers with minimal educational qualifications but substantial personal experience and ability. There will be expanding job opportunities in both the public sector (instructional aides, health education outreach workers, intake workers and in the private sector (receptionists, secretaries, store clerks, medical office clerks). Women should take this into account in weighing their options and deciding about taking the time to continue their education.

Sample Class Activities

1. Ask women to list the kinds of unfair treatment they have experienced at work in the past and discuss whether the examples given are examples of illegal treatment or just bad supervision or management and what possible strategies there are.

2. Ask women in the class to rate the different employers they are aware of in a given industry/occupation (*e.g.* garment manufacturers, grape growers, processing plants, electronics firms) and discuss whether all working conditions and wages are more or less the same or if there are employers who are significantly better than others. If some employers are better, why is that?

3. Ask women to share their strategies for dealing with the problems experienced in domestic work.

4. Invite a local community worker working as a paraprofessional in a community organization, school, health clinic, training program, or other human service

organization to discuss how she got into that kind of work and what advice she would have for others who are interested.

5. Review the basic job qualifications for readily available jobs with the class and compare what the qualifications are with class participants' skills. Discuss what kinds of educational investments (including self directed study) might allow them to develop the skills they need.

6. Invite a local immigrant employment rights group representative, public interest lawyer or labor lawyer to discuss discrimination complaints to the Equal Employment Opportunity Commission (EEOC), to the Fair Employment and Housing Commission (FEHC) and to the Office of the Special Council, Department of Justice (OSC).

7. Invite women from grassroots cooperative organizations such as Mujeres Unidas y Activas (in the San Francisco Bay Area) or the Red De Defensa Laboral (in the Los Angeles area) to talk to the class about their organizations and their personal experiences in resolving the problems they face.

8. Role play a negotiation with a supervisor about workers wanting better working conditions — *e.g.* more time for breaks, better explanations of tasks, less favoritism. Explore "good" and "bad" strategies for negotiation.

9. Discuss as a group what workers most want to change in their work situation — better pay? better working conditions? better opportunities for promotion? more equitable treatment? Describe how a good supervisor or manager should interact with workers and prepare a checklist for women in the group to use in deciding on jobs.

Resources Checklist

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c/o United Way

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(213) 736–1324

CHIRLA Domestic Workers' Committee/Workers' Rights Committee contact is

Nancy Cervantes (213) 736–1300 Extension 231

CIRRS (Coalition for Immigrant and Refugee Rights and Services)

995 Market St., Suite 1108

San Francisco, CA 94103

CIRRS Employment/Labor/Legal Services contact is Lina Avidan at (415) 243–8215

CIRRS Immigrant Assistance Line is (415) 2444 [assistance available in Spanish]

CIRRS/ Mujeres Unidas y Activas phone is (415) 621–8140

INSTRUCTIONAL AREA

Work and Career Planning

MODULE 3 — *Unemployment Insurance*

Overview

Immigrant dominated industries have a tremendously high rate of worker turnover. Agricultural work is a good example where there are tremendous levels of seasonal unemployment but other industries, such as tourism, and food service, have similar seasonal fluctuations in employment level and very high turnover.

Unemployment, as much or more than low hourly wages, puts a tremendous stress on immigrant workers, in part because a worker may suddenly discover that he or she is laid off for reasons beyond his or her control. Thus, unemployment insurance is a critical "social safety net" for immigrant workers. But the system is complicated and unfamiliar for, at least, Mexican immigrants since Mexico does not have an unemployment insurance system.

The Unemployment Insurance System expects workers who receive benefits to be actively seeking work and to be able and available to accept work every day of the work week — a seemingly straightforward requirement which is, however, more complicated in some circumstances. In some cases, unemployed workers can participate in employment training while receiving unemployment insurance benefits.

Learning about unemployment insurance is not simply part of understanding workers' rights but, also, a way of beginning to think of work not simply in terms of "jobs" — but in terms of careers, that is, constantly evolving strategies to get ahead.

Basic Skills Development

This curriculum module serves to build several basic, generic skills. It will be useful for the instructor to emphasize to the class how the module and the class activities contribute to the following skills.

- ❒ *Reference skills* — Use of administrative forms, including tables and charts

- *Computational skills* — Estimating earnings in base period (multiplication, factoring, adding, subtracting) projecting benefits
- *Communication skills* — Interactions with employers, interactions with agency staff
- *Survival skills* — Documentation of earnings, key interactions, seeking help
- *Problem solving/analytic skills* — Discriminating between new concepts: laid–off, fired, walked off; available for work, searching for work, assessing consequences of actions
- *Team work* — Group help to individuals, working in pairs.

The teaching/learning objective of this module is not to assure that learners know all the facts about the Unemployment Insurance System but, instead to assure that they learners can interact successfully with agency representatives who form the system, take the availability of unemployment insurance into consideration in their job choices, and successfully use, not abuse, the system to improve their earnings.

Teaching Points

1. **Every employment authorized worker has a right to Unemployment Insurance (UI).** Unemployment insurance is not public assistance or "welfare". It is an insurance system paid for by employer contributions, which presumes that most employment is permanent, full time employment. Basically, it is every worker's right to receive unemployment while they look for another job.

2. **Practically, many workers are not eligible for UI.** To be eligible for UI a person needs to meet a number of qualifications. Some may seem to be fair, some may not seem fair. They are the law, however:

- UI is only available to workers who are laid off, not to those who are fired.
- To receive UI, a worker must be available for work and search for work
- To receive UI, a worker must have made a minimum amount of money in the last eighteen months.
- A worker's employer needs to have paid into the UI system for you. However, even if an employer has, illegally, not paid into the system, a worker may still be provided with UI.
- To receive UI, a work must be employment authorized — a citizen, a permanent resident or authorized by INS to work (*e.g.* under family fairness). The unemployment insurance office is required by law to check employment authorization documents to see if they are genuine but not all offices do this.

3. **What are UI benefits?** Different unemployed people get different amounts of unemployment insurance which may be confusing to workers.

- UI benefits usually amount to slightly less than half a worker's usual salary.
- There is a week waiting period before becoming eligible, but it is useful for a worker to file a claim as soon as they can.

- ❒ UI benefits usually last for about 13 weeks of unemployment, but, sometimes, are extended to 26 weeks. However, every claim has a maximum amount based on the amount the worker earned the previous year and once the maximum amount of the claim payouts are made, the worker will receive no more unemployment help.
- ❒ UI benefits are not what is called earned income but must now be reported on income tax returns. The Internal Revenue Service is notified of UI payments made to unemployed workers.

4. **Qualifying for Unemployment Insurance and dealing with problems that arise.** Reasonably, to receive unemployment insurance a worker must have quit their job for good cause or been fired without misconduct. Sometimes employers may dispute whether a worker has been fired for cause or been laid off or voluntarily left their job. Workers should be clear about the differences between these different situations. A worker must also be available for work and looking for work, even if they know their chances of being offered a job are not very good. Workers should understand the following concepts and be used to relevant forms:

- ❒ The unemployment insurance application form
- ❒ The unemployment insurance handbook and notifications
- ❒ The notice of unemployment insurance award
- ❒ UI recipients biweekly reporting form (Continued Claim Form)
- ❒ The distinction between being "laid off" and "fired"
- ❒ The meaning of "able" and "available" for work
- ❒ Guidelines about "reasonable" and "unreasonable" job search requirements in terms of distance traveled to work, appropriate employment, etc.
- ❒ Penalties for supplying false information

5. **Getting Help**. Workers can get help with unemployment insurance claims and in searching for employment but should help themselves first by being careful about who they work for and how they are treated at work. Workers should be urged to:

- ❒ Keep records — notice of hire, pay stubs, layoff notice
- ❒ Be aware — Does the employer seem legitimate? Does the pay stub show a UI contribution?
- ❒ Practice remembering details — Remember things in detail, clearly and calmly. Write down notes if you think there may be conflict.
- ❒ Get help from the Employment Service (EDD) — workers deserve help and a speedy decision on their unemployment claim.
- ❒ Workers have a right to receive help in their own language orally and in writing if they don't know English well. Farmworkers are guaranteed by monitor advocates, other immigrants under Dymally–Alatorre (farmworkers

in "significant" MSFW offices, others if more than five percent of the population)

- ❒ Free legal services are available, in California, from CRLA, or, in some cases, from a legal services office or the local bar association.

Sample Learning Activities

1. Survey the class orally to see how many have been unemployed — in the last 3 months, in the last 6 months, in the last year? Estimate lost earnings from unemployment. Estimate benefits from unemployment.

2. Survey who in the class has applied for unemployment insurance and who found it easy and who found it hard.

3. Use the Employment Development Department Table of benefits to estimate how much people's UI claims amount to, based on the amount of earnings they had in their "base quarter".

4. Role play different scenarios of employer–employee conflict which can result in either lay off, being fired, or walking off the job.

5. Pass out Unemployment Insurance claimants' handbooks in class.

6. Given a standard ambiguous scenario of a typical claimant's week — *e.g.* car broken one day, a child sick another day, have the class fill out UI claims for the fictional claimant. Compare if and how reports are different.

7. Ask the class to compare experiences with UI good and bad and ask the class group to see if there is advice they could give, with their new information on UI, on how to handle the situation more successfully. Emphasize the assumptions made by the system about applicant's duties, about the feasibility of seeking help, and the right to appeals.

8. Role play visit to a UI office in English. Have role playing applicants, if necessary, ask for Spanish speaking claims worker.

9. Using the Applicant's handbook and the calendar practice calculating application dates for UI.

10. Ask students in class to begin keeping records of their earnings if they do not already do that and help them keep records for the first several weeks.

11. Ask students to pair off and for each pair to help each other estimate their claim amount if they were to become unemployed immediately (and help them with the task).

12. Invite an UI claim processing worker or local office manager to talk to the class.

13. Review and fill out: UI Initial Claim, UI Continued Claim, Employment Separation Statement, Job Service Application

14. Review: EDD legal notifications about job applicants' and unemployment insurance claimants' rights, Work Authorization Documents' list,

Supplemental Instructional Materials

1. UI Claimant's Handbook — English and Spanish.

2. Important Information for Job Applicants and Unemployment Insurance Claimants including Table — "Determining Weekly and Maximum Benefit Amounts".

3. Notice of UI award

4. UI Continued Claim Form

5. Handout — The Meaning of Able and Available — Employment Law Office/Legal Aid Foundation of Los Angeles.

INSTRUCTIONAL AREA

Work and Career Planning

MODULE 4 — *On–the–Job Health and Safety*

Overview

Immigrant workers are employed in some of the most hazardous occupations in the United States. Construction and farmwork, for example, are two occupations where many immigrants work that have very high rates of occupational injuries. On–the–job safety and health concerns are, an important instructional priority, particularly because some of the occupational health risks facing immigrants, for example, exposure to toxic materials — are unfamiliar ones.

The U.S. legal system is structured quite differently than the Mexican system and is a complex one — difficult not only for workers but, also, for attorneys to understand fully. The laws governing workplace safety are changing rapidly and will continue to change.

Even informally–employed workers like domestic workers have most of the same rights as other workers.

Workers must be responsible for working as safely as possible and for protecting their own health, but, at times, they may be required by their supervisors to undertake tasks that are dangerous to their health. While almost anyone who works has, at some time or another, decided to accept an assignment which posed some risks to their health, such choices should, at least, be informed ones.

Workers who report safety violations to Cal–OSHA (the California Occupational Safety and Health Program) are guaranteed immunity from retaliation but such guarantees require time before an unjustly laid off worker's problem is remedied (*e.g.* by being awarded back pay). They also require that the worker whose rights have been violated actively cooperate with the government in securing redress.

Basic Skills Development

This curriculum module serves to build several basic, generic skills. It will be useful for the instructor to emphasize to the class how the module and the class activities contribute to these skills:

- ❒ *Reference skills* — Securing oral information from others.
- ❒ *Computational skills* — Estimating losses from injuries, costs of medical treatment.
- ❒ *Communication skills* — Interactions with employers and co–workers.
- ❒ *Survival skills* — Awareness of key worker benefits programs, increased awareness of health issues
- ❒ *Analytic skills* — Weighing conflicting concerns, developing mental scenarios of consequences of decisions.
- ❒ *Teamwork skills* — Joining with other workers to address common problems.

Teaching Points

1. **Workers should weigh the benefits of being employed against the health hazards of their work.** Jobs held by immigrants are some of the more dangerous in the society. While an injured worker may simply be out of work for a day or for a few weeks, it is sometimes possible to have chronic health problems that last for years or for the rest of one's life. While the U.S. has a multitude of laws designed to protect workers from injuries or occupational health problems, most are difficult to enforce and workers who complain about working conditions cannot be absolutely certain their rights will be upheld. Balancing immediate survival needs against long term concerns is difficult but most workers must decide on one approach or another. It is useful for them to be prepared to think about this analytically.

2. **Workers have the right to refuse to do a job that threatens them with injury or which seriously jeopardizes their health.** Workers who complain about safety hazards on the job are likely to be threatened with dismissal by their employers. Many will, if they continue to complain, in fact, be fired. However, the law protects workers from retaliation (but only if the employer has, in fact, violated occupational health regulations) and a worker who is fired because they have complained may receive back wages. These cases are not, however, always easy and a worker should think carefully about how serious the danger is, other options (such as looking for a new job), negotiation (being transferred to a different task).

3. **Many on–the–job hazards are invisible**. Exposure to toxic materials, in particular, is often invisible. Farmworkers are exposed to pesticides in many different ways and should seek to inform themselves as fully as possible about pesticide hazards. They should know also that fields treated with pesticides must be posted with a re–entry date when it is safe to enter the field. Industrial workers may be exposed to other toxic materials such as lead or solvents that are dangerous. California has a number of worker "right to know" provisions requiring employers to inform their employees about the dangers on the job but workers ultimately bear the burden of making sure their health is not affected. Workers who think they have been exposed to pesticides should do whatever they can to document what their exposure was. Pregnant women may have special risks from exposure to materials that may hurt the fetus.

4. **Psychological stress is an "invisible" but real health danger**. Workers' wellness involves not only physical health but, also, psychological health. Being treated unfairly, unjustly, or being constantly "pushed" to work faster can result in real health problems. Workers should weigh the necessity of stressful jobs or jobs where they are treated badly against the income they earn from these jobs. There have been cases where workers have "taken advantage of the system" by claiming they had stress–related health problems that were not real. This does not mean that stress–related health problems don't exist but it does mean that a worker who has a genuine stress–related health problem will need to be systematic in recognizing stress, in trying to minimize the stresses of their job, in seeking qualified help, and in documenting the problems they are experiencing.

5. **There are several programs providing support for workers who have been injured on the job**. An important benefit is Workers' Compensation which provides for medical treatment of on–the–job injuries, rehabilitation services to recover, retraining for permanently disabled workers, and, in the case of a worker's death, some limited support to their family. Disability Insurance provides support when a worker is incapacitated by illness or injury for a period of several months. Vocational rehabilitation services are another source of help with the medical costs of a serious disability or for retraining.

6. **Farmworkers have special rights** to protect them from some problems of on–the–job safety. These rights include:

- ❒ Workers' compensation coverage from a grower who has hired a farm labor contractor even if the labor contractor is not covered — "joint liability". (This right is currently very complex legally and any affected worker will probably need to seek assistance from a legal services program).
- ❒ The ability to sue under AWPA (the Agricultural Workers' Protection Act) even, for example, if they were injured while being transported to a job
- ❒ A new bill under consideration by the California legislature may insure that workers employed by labor contractors can hold the primary employer (the grower) responsible, for complying with labor laws (*e.g.* minimum wage, overtime).

8. **Immigrants Have the Same Rights as Other Workers**. They cannot be assigned more dangerous jobs, given worse safety equipment, assigned tasks (such as pesticide application) for which they are not qualified because they are immigrants or because they are not documented.

9. **Getting Help**. Workers should share information on job safety with their co–workers or ask their co–workers both about the hazards of their jobs. Solutions that have worked well at some companies are for employers to let workers set up safety committees to find ways to make their work safer. One good reason to learn to read is to read safety signs. Injured workers may have difficulty in getting the kind of help they need. They should be prepared to spend a good deal of time in standing up for their rights. The best preparation for dealing with this type of issue is to be informed and to be clear in describing (and documenting) what has happened if there is a problem. Free legal advice and assistance is available from CRLA or other legal services groups.

Sample Learning Activities

1. Survey the class orally to see how many have been out of work due to an on–the–job injury or illness — in the last 3 months, in the last 6 months, in the last year? Estimate lost earnings from disability. How many workers were covered or not covered?

2. Survey who in the class has applied for Workers' Compensation and what their experience was. If people who were hurt on the job didn't apply, why was that? Have the class discuss possible strategies that might (or might not) have helped.

3. Role play scenarios of workers in different job situations and family situations deciding whether to complain about conditions at work — *i.e.* a woman on her own who is the sole support of her children, a couple where both husband and wife are working, a couple who have two children in school vs. a couple with preschool children.

4. Ask class participants to role play workers talking to their employers about hazardous work conditions Explore what are "good ways" and "poor ways" to negotiate with employers about safety?

5. Have a class discussion about injuries from drinking on the job. Does anyone know of anyone who had an injury from drinking on the job? Does the class think this is an important issue or not?

6. Discuss the pressures which make workers work without taking safety precautions (usually the pressures to go faster by keeping up with others in a work crew, pressures to not seem "chicken", or the need to show

7. Calculate with the class lifetime earnings lost — if a worker cannot work at all, and if a worker can only work half time?

8. Invite a vocational rehabilitation counselor to talk to the class about minimizing injuries and about the workers' compensation system.

9. Invite a farmworker health clinic physician to the class to talk about pesticide safety and special hazards to pregnant women.

10. Discuss stress as a particular form of on–the–job hazard.

11. Invite a local legislator to talk about their positions on pending legislation that will affect workers' rights. Encourage questions from the class.

Resources Checklist

1. Farmworker Job Safety Cards (Texas Rural Legal Assistance)

2. Elsa Roberts Auerbach and Nina Wallerstein, **ESL for Action: Problem Posing at Work**, Addison–Wesley, 1987.(See Chapter 5: Acting for Health and Safety)

INSTRUCTIONAL AREA

Work and Career Planning

MODULE 5 — *Support Systems for Injured Workers*

Overview

The work in occupations employing many immigrants is often dangerous and likely to result in higher than average incidence of injuries and work related illnesses, making support for workers who are injured an important immigrant issue. The U.S. legal system is structured differently than the Mexican system and is a complex one — making it difficult for injured workers to know what, if any kind of help they can get to help pay for medical treatment and lost wages. In actuality several different programs provide different sorts of support for injured workers.

While many immigrant workers are young and in good health, older immigrant workers face special problems when they become disabled because it is more difficult for them, with a limited education and with limited English, to move into work which is less physically demanding. Farmworkers face special problems because some of the occupational health problems they face, particularly as they age, are hard to prove as being a result of work or hard to prove as being disabling.

The three main systems providing support for injured workers are: Workers' Compensation, State Disability Insurance, and the vocational rehabilitation services funded by the California Department of Rehabilitation. This system of support for injured or disabled workers provides services that are complementary. Workers' Compensation pays for medical and retraining stemming from on–the–job injuries, or occupationally–caused illnesses while California's Disability insurance program provides support to workers when they can't perform their usual work because of non–occupational illness or injury. Services from the California Department of Rehabilitation are most easily secured by workers who have been seriously injured.

The Workers' Compensation System (WC) was designed originally as a no fault system to provide injured workers with rapid, fair, support. Over the years it became an extremely unwieldy and adversarial system. It has been overhauled by the California legislature several times in recent years and it is too soon to tell how well the system reforms are working. Workers who experience trouble in having

Workers' Compensation pay for the medical costs for an on–the–job injury or retraining costs after suffering a permanent disability should seek experienced and reputable legal assistance.

The State Disability Insurance system (SDI) is fairly straightforward but will not provide workers with support if their disability lasts for only a week or less. Support is also limited to 52 week (1 year).

Workers can also receive Social Security benefits (SSI) if they have been disabled for a year or longer. However, the Social Security Administration rules make it difficult for persons who are not very seriously disabled to qualify.

Basic Skills Development

This curriculum module serves to build several basic, generic skills. It will be useful for the instructor to emphasize to the class how the module and the class activities contribute to these skills:

- ❒ *Reference skills* — Seeking oral and written information, applying general information to one's specific situation.
- ❒ *Communication skills* — Interactions with agency staff.
- ❒ *Survival skills* — Awareness of key worker benefits programs, increased awareness of health issues.
- ❒ *Analytic skills* — Verifying information, interpreting regulations.

Teaching Points

ON THE JOB INJURIES — WORKERS COMPENSATION

1. **Workers' Compensation insurance (paid for by employers) covers the costs of on–the–job injuries or illnesses caused by work**. Services which can be paid for under Workers' Compensation include:

- ❒ medical treatment of on–the–job injuries,
- ❒ rehabilitation services needed,
- ❒ in the case of permanent disability, worker training in a job they can do,
- ❒ in the case to death, benefits to workers' families.

Workers have a right to Workers' Compensation whether or not they are employment authorized. If their employer has not covered them with workers' compensation, he or she can be sued in a civil suit to collect damages for injuries suffered by a worker. Unfortunately, the Workers' Compensation system does not work very well and workers will need to expect to wait a long time to receive benefits if their employer contests their claim.

2. **Workers who are injured on the job should get the medical help they need even if they are not sure about the process by which the bills will be**

paid. Workers cannot wait until all insurance company wrangling are resolved before getting good medical care. They also should take charge of their own care. Even if an employer offers to pay for a doctor's care, the worker must determine whether that care is adequate and refuse to have his or her medical care discontinued because the employer says he or she won't pay any more bills. Workers' Compensation Insurance carriers often contest workers' claims for benefits.

3. **Workers' Compensation can pay for a vocational rehabilitation counselor to help a worker who cannot work in their usual job to develop the skills they need to find a different kind of work they can do.** Again, an injured worker has the right to effective help in being retrained, for example, a counselor who speaks Spanish (if the worker doesn't know English well) and who will discuss carefully with them the whole difficult issue of finding a new kind of work — how long it will take, how best to develop new

4. **There are often problems in getting Workers' Compensation insurance carriers to pay for benefits. If problems appear, workers will probably need to get legal help.** Free legal services offices are prohibited from helping with Workers' Compensation claims but many private attorneys will represent Workers' Compensation claimants without charging up front. Workers should choose their attorney very carefully. The most difficulties are found when a worker suffers an illness or disability that may be job–related but which has other causes also (*e.g.* back problems) and where medical experts may disagree about the causes or seriousness of the disability.

Off–the–Job Injuries or Illness

5. **State Disability Insurance provides workers with benefits to help them if they cannot work due to an off–the–job illness or injury.** Unlike workers' compensation, workers who are not employment authorized cannot receive disability benefits. There is a waiting period of one week before State Disability Insurance begins to pay benefits. So short term illness is not covered. However, if a worker's illness or injury leaves them disabled for more than 14 days, the waiting period is waived. Also, if the illness or injury was serious enough that the person needed to be hospitalized, the first week may be covered (if the disability lasts at least 7 days). At the other end, disability insurance coverage cannot provide a worker with support for more than one year. To apply for disability insurance a worker must fail a claim with the Employment Development Department. The claim application requires a doctor's statement about the illness or injury.

6. **State Disability Insurance provides benefits even for pregnancy or childbirth related conditions which keep a worker from working.** As with illnesses and injuries, a pregnant woman or recent mother must provide a doctor's statement.

Serious or Permanent Disability

7. **Vocational Rehabilitation is available from the California Department of Rehabilitation**. If a worker is permanently disabled by an off–the–job health problem or if they cannot collect Workers' Compensation insurance, there is a free state program providing rehabilitation — both treatment for medical conditions and worker retraining. Getting service from the program is difficult as it is not well funded.

8. **Social Security provides ongoing support for seriously disabled workers**. Qualifying for Social Security Administration disability benefits is not easy and workers should be prepared to deal patiently with the process. However, Social Security payments, once received, can provide crucial income support for disabled workers.

Sample Learning Activities

1. Discuss the costs of treating different kinds of on the job injury — *e.g.* injured back, smashed finger.

2. Discuss ambiguous cases of on–the–job injuries or off–the–job injuries — *e.g.* carpenters delivering a ladder back to the main office after work is done at a construction site.

3. Invite a Workers' Compensation claimant's attorney to discuss the main reasons why worker claims are denied and how the process works.

4. Survey the class to see how many class members would have qualified for Disability Insurance to cover periods of disability during the previous year. Did those who were eligible apply for benefits and receive them" If so, how was the process? If not, why didn't they?

5. Invite a representative from the local Employment Development Department to talk with the class about Disability Insurance or a representative from the Department of Rehabilitation to talk about vocational rehabilitation services. Be sure the representatives cover the main problems experienced by people seeking assistance.

Resources Checklist

California Disability Insurance Pamphlet and Application

INSTRUCTIONAL AREA

Work and Career Planning

MODULE 6 — Access to Adult Learning Opportunities

Overview

Access to education, particularly learning to speak English, is a key element in immigrants' occupational advancement. While many immigrant parents may feel that they will make whatever sacrifices are necessary on behalf of their children, research indicates that investing time in their own education may be the best way to help their children. Lifelong learning, in structured, formal learning programs, and in the full spectrum of informal social interactions is a reality all of us must accept.

Even if there are long waiting lists for entering an adult learning program, there are many alternative ways of learning and motivated adult learners can even undertake their own self directed course of learning in virtually any field — relying on the many resources of the Information Society. (See **Module 14 — Using Information Resources**). Adult education programs provide a variety of learning opportunities at no cost or at low cost. Similarly, even though Community College fees have risen dramatically, community college course represent a tremendous bargain for people wanting to invest in developing their own potential.

Adult learners who are immigrants face formidable barriers in achieving the skills competencies they will need to fulfill their potential in American society — learning a new language, new occupational skills, and the broad range of information related skills required to participate in community life, to engage in meaningful social interaction, and to make use of resources which are available.

It is necessary for adult immigrant learners to understand that they will not learn to speak English in class. In class, they will learn to start speaking English but their learning must be continued outside class in all facets of life — in family life, in social interactions, on the job, and as part of community participation. To the extent that "learning English" is a metaphor for learning to function with ease and agility in U.S. society, the same process of extending learning from the initial "foot in the door" of classroom learning to nonstop lifelong learning is also a necessary one. New cultural and social skills are almost as difficult to build as are

language skills. Different workplaces will, also, each have a distinctive "corporate culture" which workers will need to recognize and adapt to.

For families with children, learning with their children is one way to continually absorb new language skills and information about an unfamiliar society. This learning, sometimes, may take the form of conflict as children are exposed to new points of view, values, and as they experiment with new ways of interacting and relating with their parents. The clashes, when poorly directed, can escalate into serious generational conflict. They can be better managed when recognized as opportunities for both children and their parents to learn how to function better in a multi-cultural society.

Basic Skills Development

This curriculum module serves to build several basic, generic skills. It will be useful for the instructor to emphasize to the class how the module and the class activities contribute to these skills:

- *Reference skills* — Use of phone book, catalogs, pamphlets, and charts.
- *Communication skills* — Discussions of topics where there is difference of opinion.
- *Survival skills* — Resolving educational access problems.
- *Team work* — Concepts of community participation, benefits.
- *Applied Numeracy*. Estimating the value of education.
- *Career Awareness* — The economic value of education.

Teaching Points

1. **Access to lifelong learning is necessary to achieve social and economic equity in the U.S**. The U.S is an information society. Without the ability to gather crucial information, and analyze it thoughtfully, people will not be able to effectively confront the problems they face — either on the job or in their lives. Everyone can learn — if they develop the self confidence to learn and if they demand that they get quality instruction. There are many sources of information and resources for assistance in learning and even if a classroom program is not accessible, motivated learners can learn on their own.

2. **Adults' rights to low cost learning opportunities irrespective of immigration status are now in question but some opportunities remain**. Most adult education programs do not require evidence of legal immigration status but community colleges are now required to request that immigrants make an effort to secure evidence of legal residency to secure low cost tuition rates. The issue is currently being litigated. Employment training programs currently require proof of employment authorized status. In general, employment training programs have been reluctant to serve limited English participants but job training applicants

have been reluctant to serve limited English participants but job training applicants who are willing to stand up for their rights can improve their chances of becoming enrolled in an educational program.

3. **Adults who have attended an adult education class for a number of weeks or months must understand that the difficulties they have experienced in achieving their long term educational goals do not mean that they are bad learners.** An ESL, basic skills, or vocational education class that lasts for only a few weeks or months cannot be expected to overcome the tremendous educational gap between the skills of an adult learner with an elementary school education and the skills needed in the contemporary workplace. Adult learners must recognize that one of the most important skills they can learn in class is "learning to learn" and that one of the most important commitments they make will be to continue learning once the class is over.

4. **Adult learners must recognize that classroom instruction needs to be supplemented by constant efforts to extend the learning into the realm of everyday life. A key misconception is that complex new skills can be acquired simply by "being a good student" — attentive, diligent, and involved in class.** The skills development process must be nurtured and recognized to take place over a period of years, not a period of days, weeks, or months. "Learning to learn" competencies include the motivation to learn from all facets of everyday life and the conceptual bridges to relate classroom learning to ongoing learning in informal contexts. Motivation is ultimately the learner's responsibility but learning why and how to extend learning beyond the classroom must be actively emphasized and practically taught by ABE and ESL instructors working with immigrant learners.

5. **Libraries, as well as public radio and television are a resource for self education.** Libraries in the U.S. are paying increasing attention to developing at least small collections of books, newspapers, and periodicals in Spanish. The more these community resources are used, the more they will grow. Libraries are free and are strongly committed to serving their "customers" but they are not yet used fully by immigrants — because most staff do not speak Spanish and few books are in Spanish yet. California has a strong Spanish–English public radio network but no Spanish language public television stations. In the future, there are likely to be more and more opportunities for on–line learning accessed via computer terminals.

6. **Employer sponsored workplace learning programs provide an effective way for immigrant workers to build their English language, mathematics, and basic skills.** Workplace learning programs are usually initiated by employers but employees can often suggest the idea in the first place. The California Department of Education is promoting the establishment of workplace learning programs and workers can refer their employers to the Department's Adult Education Program.

Sample Learning Activities

1. Invite a Mexican or Mexican-American community leader to talk to the class about the educational challenges they faced in getting to their current position.

2. Ask each participant to discuss what their long term educational plans are.

3. Estimate the value of an education based on different earnings of blue collar workers, technical workers, and professional workers.

4. Invite a speaker from the local private industry council, from an employment training provider, or community college to discuss skills training options available in the community.

5. Discuss with the class different philosophies about language learning — *e.g.* immersion, transitional ESL.— and their personal preferences about how best to learn a new language.

6. Help students in your class set up a cooperative learning support group of family, neighbors, or friends to continue learning after they have completed your class.

7. Discuss what class participants have learned about the U.S. from different television programs. Is the information conveyed by television programs accurate or not? If not, what are the inaccuracies and which programs are more or less accurate.

8. Survey the class to see if any class participants rely on magazines for practical information. What kind of information? What kind of information can't be found in magazines?

9. Make a list of jobs that require some form of credential or certificate and those which don't. Which of the jobs requiring credentials or certificates are ones where the certification can be secured through community college attendance, four year college, or still more education?

Resources Checklist

1. Local community college catalogue
2. Local adult school catalogue
3. Local Private Industry Council list of employment training programs
4. Television section of the newspaper
5. Community events section of the newspaper
6. Local Learning Network Program and Course listings

INSTRUCTIONAL AREA

Work and Career Planning

MODULE 7 — Teenagers' Access to Higher Education

Overview

The current emphasis on teenagers graduating from high school is valuable but ***not enough*** to assure that the children of Mexican immigrants make good on their parents' dream of a better life for future generations. Even though higher education is costly in terms of time and money, it is perhaps the most important investment a teenager who likes school can make to increase his or her future earning power.

The paperwork required to file a student financial aid application is a formidable challenge to immigrant parents. Adult education instructors whose students include parents with teenage children should, as a matter of course, encourage such parents to consider college for their children and help them get the help they need to fill out the necessary forms in time for the upcoming school year.

Immigrant students who are permanent legal residents of the United States are eligible for the same kinds of financial assistance that is made available to students born in the United States. Even if a student does not have legal resident status, there is likely to be an option that will work for them. A very important reason for parents to seek citizenship is to regularize the status of their children. Because of the way that the Immigration Reform and Control Act (IRCA) was structured, it is particularly likely that the children of farmworkers who became legalized as SAWs (special agricultural workers) did not receive amnesty.

Even young people who have dropped out of school or who have gone straight from high school into the labor market should consider post secondary education (community college, four year college, university, or vocational training) as a way to increase their earning power and to move into a satisfying career. In today's information society, it is common for people to change their minds about what they want to pursue as a career, while they are in high school, in college, or even after they have begun to work. Parents should not necessarily expect their teenage children to be sure what they want to get from college. The experience will be valuable in any case.

Basic Skills Development

This curriculum module serves to build several basic, generic skills. It will be useful for the instructor to emphasize to the class how the module and the class activities contribute to these skills:

- ❒ *Quantitative reasoning skills* — Estimating the costs and value of higher education.
- ❒ *Survival skills* — Resolving educational access problems.
- ❒ *Team work* — Seeking help in solving problems of access to higher education.
- ❒ *Career Awareness* — The economic value of education, options for continued learning.

Teaching Points

1. **Finishing high school or getting a GED is not much of a help in the current job market.** Teenagers' career success rests on thinking carefully about what kinds of careers interest them, talking different possibilities over with parents, teachers, and friends, and getting at least some post secondary schooling.

2. **Higher education is financially feasible for most students.** Many parents, and their teenage children, feel that it isn't even worthwhile for young people to try to go to college. But, actually, attendance at the University of California system, the California State University system, and the community college system all qualify students for financial aid. Financial assistance includes a "package" of outright grants (money which doesn't have to be repaid) and loans. While going to college may, for a student from a low income family, mean working part–time while they are in college, the financial aid package also includes access to "work–study" jobs reserved for college students so as to help them get through college.

3. **Students who like school should be encouraged to attend college and given whatever help they need to make this possible.** One of the most important roles of high school counselors is to help graduating students choose a college that will be good for them and help the student get the financial assistance they need to go to that college. Parents should insist on getting whatever help they need (from the high school counselors, local community based organizations, or even from a local college itself) to do what they need to in filling out the complicated paperwork that makes up part of a student's financial aid application.

4. **Immigrant students who are permanent legal residents of the United States are eligible for the same kinds of financial assistance that is made available to students born in the United States.** A combination of grants, loans, and work–study is available to all students. Students who are particularly

outstanding academically can have most of their education paid for by scholarships.

5. **Students who do not have legal immigration status face problems but should not give up the idea of going to college**. Unfortunately students who are not permanent legal residents of the United States are not eligible for federal financial aid and may not even qualify to receive low tuition rates as California residents. This is an important reason for an immigrant who is a legal permanent resident but whose child may not have qualified for legalization to seek citizenship and, then, to legalize his or her child's immigration status. Even if a student does not qualify for federal financial assistance, he or she can apply to any of the 19 California State University campuses and be charged California resident rates for tuition (currently about $1,500 per year).

Sample Classroom Activities

1. Ask parents to discuss their aspirations for their children in class. Do they want the same thing for all their children or different things? Why do their aspirations for different children differ? What kind of education will be needed for these children to fulfill their parents' expectations?

2. Invite a representative from an immigrant advocacy organization or an immigration lawyer to talk with the class about the process of moving from legal permanent resident status to citizenship and the benefits in terms of legalizing the status of minor children.

3. Ask parents to invite their teenage children to class one evening to discuss their experiences in high school and their feelings about going to college or other alternatives (getting married? working?). What do the teenagers think of the high school counselors in their school? What colleges have the teenagers heard of?

4. Organize a group of volunteers to help any parents who need help with financial aid forms to fill them out.

5. Invite a bilingual representative from a local community college, state university, or University of California campus to class to talk to parents about the differences between different colleges and what student life is like at their college. Prepare parents to ask questions about any concerns they may have about their child going to college.

6. Organize a community forum and invite local educational leaders (*e.g.* Superintendent of Schools, Community College representatives, California State University representatives) and legislators (e.g. local Assembly person, local State Senator, City Council members) to debate the pros and cons of allowing California immigrant students who do not have legal documents to (1) pay resident tuition rates, (2) receive federally funded student grants, (3) receive federally funded student loans.

Resources Checklist

NALEO (National Association of Latino Elected Officials) — information on citizenship

3409 Garnet St.

Los Angeles, CA 90023

(213) 262–8503

The issue of the eligibility of teenagers who grew up in California but who did not receive legal status is currently being litigated extensively. Parents whose children do not have legal status can seek advice from one of the following legal resources which are working extensively on the issue.

Elizabeth Guillen

MALDEF

(213) 489–4556

Peter Roos

META

(415) 398–1977

Robert Rubin

San Francisco Lawyer's Committee for Urban Affairs

(415) 543–9444

INSTRUCTIONAL AREA

Immigration Status

MODULE 8 — Issues relating to Womens' Immigration Status

Overview

Mexican men are often the "pioneering migrants" who came first to work in the United States and later sent for their wives and children to join them. This means that in many families, particularly farmworker families, where the male head of household has legal status, his wife or children may not.

Several strategies make it possible for women to achieve legal status based on their husbands' permanent residency. One strategy that takes time and perseverance but which is straightforward is for a man who is a permanent resident to apply for citizenship and then petition for his wife and children to be legally admitted to the country, but this is not the only way. Another is via the Family Unity provisions of immigration law — allowing the wives and children of legal permanent residents to remain in the U.S. Women and their husbands should seek advice from an established immigrant advocacy group or lawyer before deciding what to do — and be particularly careful about promises made by *notarios* or other fly by night immigration consultants.

Immigration law is now responsive to several factors that have made women particularly vulnerable when their immigration status derives from being married to a man who is a citizen of the United States. The so–called "battered spouse waiver" makes provisions for women who are being abused by their citizen husbands to divorce those husbands without fearing loss of immigration status. The so–called "good faith" waiver allows a woman to continue to seek legal immigration status even if her husband does not cooperate (*e.g.* by refusing to file a joint petition).

There has been extensive litigation about the status of persons (most of them women) who were afraid to seek legalization under IRCA because they had received public assistance. A woman who falls into this class — *i.e.* who had been living illegally in the U.S. since before 1982 but who did not apply for legalization — should seek advice from an immigrant advocacy organization.

Some women who are not legally authorized to live and work in the United States have been afraid even to go to a hospital or to their children's school out of fear that they might their unauthorized legal status might be found out and they would be deported.

While some human service providers are obliged to deny undocumented persons services they do not report people who seek service to the Immigration and Naturalization Service. However, as the public becomes more concerned about undocumented immigrants, some service program staff may become more hostile to applicants without documents who seek service, making for occasional frightening encounters but not leading to actual jeopardy.

Basic Skills Development

Analysis and Problem Solving: Considering alternative strategies to solve apparently intractable problems. Building awareness of many different gradations of perspective on the same basic facts. Weighing the consequences of alternative courses of action.

Reference skills: Securing new information, checking and verifying information, checking the references of a potential provider of immigration services.

Teaching Points

1. **A woman who joined her husband in the U.S. too late to be legalized under IRCA can still be legally admitted to the U.S. if her husband secures U.S. citizenship**. The process is, however, a long one. The wait to secure citizenship is now at least one and a half year. Subsequently, the wait after petitioning for a wife and minor children to be admitted as legal permanent residents (even outside the visa preference system) is also very long. The family should consult with an immigrant advocacy organization to understand how the entire process works.

2. **A woman who joined her husband in the U.S. too late to be legalized under IRCA but before May 5, 1988 can apply for legal authorization to reside in the U.S. under the Family Unity provisions of immigration law.** Potential applicants under the Family Unity program should talk to an immigrant advocacy group or reliable immigration lawyer for details on how the process works and when they will be eligible for the benefits generally available to citizens and legal permanent residents.

3. **A woman whose legal immigration status stems from being married to a U.S. citizen may file a "good faith" petition to transform her "conditional legal residency" (based on her husband's citizenship) to legal permanent status if their marriage has broken up.**. A woman has a right to legal residence based on her marriage to a legal U.S. citizen as long as the marriage was "in good

faith" — *i.e.* not a sham marriage entered into in order to secure access to legal residence. Technically, a woman's divorce from her husband must be final in order to file a "good faith" petition for her own independent legal residency but, in some cases, the waiver is continued without being denied when a divorce petition has been filed but a final divorce hasn't been granted — recognizing that the marriage is in the process of being dissolved.

4. **A woman who has been abused by her husband, or whose children have been abused by her husband, can seek a "battered spouse waiver" of the requirement that she and her husband jointly petition to secure her (and her children's) legal residence.** Women need not remain in abusive marriages so as to continue residing in the U.S. Women's shelters, battered womens' support groups, and immigrant advocacy organizations will provide a battered woman with support and assistance while she pursues her legal rights. The legal definition of "cruelty" that is the basis for alleging that a woman is a battered spouse may well be broader than many women believe and women should consider seeking expert legal advice if she feels she is being mistreated — either mentally or physically. Threats of physical cruelty as well as documented cases of physical cruelty can provide a basis for a "battered spouse waiver" but the issue of mental cruelty is more complex legally and a woman should be sure to get legal advice.

5. **The information submitted in a woman's petition to INS for a "battered spouse waiver" is supposed to be confidential but it would be wise for a woman who fears her husband will injure her to use only the address of her legal counsel.** There are currently no legal sanctions for such confidential information being released inadvertently so caution is the wisest course.

6. **Even those women who are not authorized to reside and work in the U.S. can go about their lives without fear of being reported to the INS by schools, hospitals, or other service agencies.** Seeking help is not likely to result in being reported to the INS and being deported but it may lead to hostel and unpleasant treatment by the staff of some programs. Also women should be aware that false statements made in order to secure benefits from a public program may jeopardize their ability to secure legal status in the future. Even unauthorized women are specifically entitled to receive free emergency medical care and WIC (Women, Infants, and Children) vouchers for food if they are pregnant or nursing mothers.

Resources Checklist

Coalition for Immigrant and Refugee Rights and Services
995 Market St., Suite 1108
San Francisco, CA 94103
(multilingual immigration assistance hotline)

National Immigration Law Center
1636 West 8th St., Suite 215
Los Angeles, CA 90017
(213) 487–3531.

National Immigration Forum
320 I St., NE, #220
Washington, DC 20002–4362
(202) 554–0004

Family Violence Prevention Fund
(excellent handout pamphlets)
(415) 821–4553

INSTRUCTIONAL AREA

Housing and Consumerism

MODULE 9 — *Renting a Place to Live*

Overview

Immigrant families, like other families among the "working poor" must pay a very high proportion of their income for rent — often as much as half of their monthly earnings. This makes transactions about renting a crucial part of immigrants' life strategies. Systematically comparing available places to rent is an important "consumer skill" for immigrants to develop.

In deciding where to rent, families, or individuals on their own, should pay attention not only to what the obvious costs of the housing are — but, also, to hidden costs. These hidden costs include the cost of maintaining the premises, the benefits of renting from a responsible landlord, and the likelihood of good relations or conflict with the landlord or neighbors.

The first step in renting a place to live is to read and understand the rental agreement. These agreements are difficult to read but important because they spell out the tenants' and landlords' rights and responsibilities.

Discrimination in housing is illegal and prospective tenants who feel they have been discriminated against can file a complaint with California's Fair Employment and Housing Commission.

Basic Skills Development

Reference skills: scanning contracts, information manuals, looking for specified elements (*e.g.* date for paying rent, late charges)

Life Skills. Awareness of U.S. legal framework relying on written documents, awareness of set procedural frameworks for resolving conflict, awareness of the availability of impartial mediation services.

Analysis and Problem Solving: contingency planning, awareness of legal rights and responsibilities, interpreting new terminology, distinguishing fairness and unfairness from legality and illegality.

Communication Skills: reading/writing, relying on written vs. oral communication.

Mathematics skills Quantitative reasoning for making informed decisions

Teaching Points

1. **Rental housing must meet specific minimum legal standards.** At a minimum rental housing should meet the following conditions:

- ❒ The ceiling or roof shouldn't lead, and there should be no broken doors or windows
- ❒ The plumbing has to work — including hot and cold water
- ❒ The heater has to work and be safe
- ❒ The lights, electrical wiring, and gas have to work and be safe
- ❒ Floors, stairways, and railings have to be in good repair
- ❒ The place has to be clean with no trash, mice, rates, or other pests
- ❒ The landlord has to provide enough garbage cans (with covers) for the garbage

In California, a rental agreement has an "implied warranty of habitability". This means that renters cannot be required to sign away their rights to housing that meets at least minimum standards for safety and health.

2. **Landlords have the right to check on rental applicants' credit history and can refuse to rent to people who have been evicted, who have bad credit, or court judgments against them.** This is an important reason to be responsible in paying bills and to resolve conflicts with landlords without going through an eviction. Landlords can charge a rental application fee for checking a prospective renter's credit. One way to save money is for a family to secure their own credit report directly from a credit bureau and attach it to their rental application. Some advisors suggest that if a prospective renter has a bad credit history in the past but a good recent credit history then it is wisest to talk this information over with the prospective landlord because it is likely to reported anyway. (Credit Bureau reports go back at least 5 years and sometimes more.)

3. **Landlords have no valid reason or legal basis to be interested in tenant's immigration status — legal or illegal.** Interest in a tenant's immigration status should be considered as a "red flag" indicating a landlord's possible willingness to take advantage of immigrant tenants, based on their vulnerability.

4. **California law prohibits discrimination in housing.** Rental applicants can't be discriminated against based on their race, religion, gender, national origin, marital status, or physical disability. The law also prohibits discrimination based on any other arbitrary basis — such as age or sexual orientation. People who have been discriminated against can receive compensation for the damages they've suffered, reimbursement for the expenses they incurred in looking for another place

to live, and access to the housing they sought in the first place. It may be difficult to know if you are being discriminated against but clues include the following:

- ❒ an individual or a family is told that a vacant place to live has been rented but a "For Rent" sign is up or an ad is still in the paper
- ❒ when a person or family shows up in person, they are given different information than when they first called
- ❒ the manager takes a person or family's application but doesn't call back

Rental applicants who feel they have been discriminated against and want to file a complaints should write down exactly what happened so they can remember it when they do file the complaints.

5. **A written Rental Agreement is an important part of renting housing. This legal contract helps to avoid conflict.** Most rental industry associations recommend that landlords enter into written agreements with their tenants. Most landlords now use standard rental agreement forms — usually from an industry association. Prospective renters should consider carefully how well they know and trust a prospective landlord who wants to rent them a place to live without a written agreement.

6. **Renters should read the entire rental agreement carefully before signing it.** In the United States, even everyday transactions are based on written, legal agreements. Often the standard terms of such agreements don't necessarily conform with peoples' idea of "what makes sense". Also, legal agreements are enforced on the basis of what both parties agree to, not on the basis of what might be considered "fair". For example, standard agreements allow a landlord to recover attorneys' fees for disputes with tenants (in cases where the landlord "prevails"). Similarly, standard terms about "default" often say that the landlord has the right to terminate the tenancy after notifying the tenant of the default (such as not paying the rent when due) after three days.

Important points to check in a lease agreement — as well as understanding the sorts of standard provisions in rental agreements — include:

- ❒ the amount of rent to be paid and the day of the month it is due
- ❒ how much the charge for late payment of rent is
- ❒ which utilities (*e.g.* garbage, water, electricity) will be paid by the tenant, which by the landlord
- ❒ who is allowed to live in the place that is rented

Renters should read carefully and understand provisions about charges for late payment of the rent. These charges should not be excessive. People working in less than steady jobs should remember that they may not be able to pay the rent on time even when they are trying to be responsible. In the same way, the question of who pays for services such as water or garbage (that can often be quite high) should be taken into account in figuring out the entire rent.

7. **California law prohibits a landlord from collecting a security deposit that is amounts to more than two months rent (for unfurnished premises)** It is legal for a landlord to collect a security deposit — a deposit to offset damage to the property, including cleaning charges, or unpaid rent. It is, however, illegal for the landlord to refuse to return the security deposit without giving the renter an accounting of what charges the deposit was applied to. The security deposit (minus any deductions and an accounting for those deductions) must be returned to the tenants within two weeks after they leave. There are detailed provisions for this notification and, in cases of conflict, it would be wise to seek free legal assistance or the advice of a tenant–landlord mediation service.

8. **Many Rental Agreements designate who is renting a place to live and how many people can live there.** Tenants who invite friends, relatives, or other families to share the rental with them may be violating the terms of their lease. Most standard agreements also have a specific provision prohibiting subleasing property without the landlord's prior written consent.

Sample Learning Activities

1. Work with the class to prepare bar graphs of the proportion of class members paying (a) less than $200 per month rent, (b) between $201 and $400, c) between $401 and $600 and d) between $601 and $800 and (d) over $800. Then, prepare pie graphs for (a) the number of rooms in dwellings in each price range, (*e.g.* 1–2, 3–4, 5–6), and (b) the number of people living in dwellings in each price range (*e.g.* 1–2, 3–4, 5–6, 7–8).

2. Discuss with the class whether anyone feels they have been discriminated against in housing. How do they know? What is the evidence? Did they file a complaint? If not, why not? Discuss whether it seems worthwhile to file a complaint or not. Do people in the class find that it is common for immigrants to not be allowed to rent a place they want to rent?

3. Divide students into groups of "landlords" and "renters" and practice filling out a Standard Rental Agreement (fairly realistically). Then, pair "landlords" with "tenants" to negotiate and see if both parties will sign the Rental Agreement. This exercise can be made more exciting by urging groups to try to "trick" each other by slipping in unacceptable terms to make the point about needing to read a Rental Agreement carefully.

4. Show the class a Credit Bureau Report and work together to decipher the many codes used in reporting. Ask what proportion of the class was asked for an application fee to cover the cost of a credit report for the place they are currently living.

5. Discuss class members' perspectives on the fairness or the unfairness of landlord's having the right to determine how many people live in a dwelling.

6. Discuss how landlord–tenant rights and responsibilities differ here in California from class participants' home towns in Mexico.

7. Discuss in class what reasonable standards are for "habitable" dwellings. To what extent to rentals in the community actually conform to people's standards. In what ways are rentals most likely to fall short of renters' standards?

8. Review rental advertisements in the newspaper and discuss the information conveyed in them (how attractive are different advertised apartments or houses likely to be? what are "good" or "bad" addresses?)

9. Discuss whether people in the class believe if it is possible to tell ahead of time whether a landlord is going to be fair, keep the property in good repair, and be flexible. If so, how can people tell? If not, why not? Do class participants believe there is a lot of variation in how landlords treat renters or do they feel that most landlords behave similarly?

10. Discuss what the main kinds of conflicts are when people share crowded housing. Ask class participants to share strategies they have found to decrease the tensions and conflicts of sharing rental housing.

Resources Checklist

California Department of Consumer Affairs, **Inquilinos en California: Sus Derechos y Responsabilidades.**

This excellent pamphlet is available from Inquilinos en California, PO Box 310, Sacramento, CA 95802 by sending a self addressed, stamped 5x7" envelope.

Wallace Stevens, **Rental Housing: How to Find It**

This excellent pamphlet is available from SCRIMS, 324 Santa Rosa Ave, Santa Rosa, CA 95404. It was written specifically for Sonoma County residents but has good general advice. The author has authorized unlimited copying as long as copies are provided for free.

Sample Rental Agreement — This is a good model of an easy to read form.

Sample Residential Lease–Rental Agreement and Deposit Receipt — This is a more typical hard to read form.

Sample Rental Application

INSTRUCTIONAL AREA

Housing and Consumerism

MODULE 10 — *Landlords' and Tenants' Responsibilities and Rights*

Overview

Immigrants are particularly vulnerable to abuses by landlords, often because they are unfamiliar with the complicated checks and counterbalances of landlords' and tenants' rights and responsibilities. Landlord–tenant rights in the U.S. are much more formal and legally prescribed than in Mexico. Tenants should know that, as in all legal transactions, written legal documents form the basis for almost all transactions with landlords, particularly if the relationship becomes adversarial.

In some area of California there are now tenant–landlord mediation services funded by counties to avoid the tremendous caseloads stemming from disputes. These services provide expert, free, objective advice, and counseling. In areas where these specialized services are not available, free legal services may available from the local legal aid society, or from California Rural Legal Assistance.

California law addresses some of the most important sources of conflicts between landlords and tenants in detail. This instructional module provides an overview of several leading areas of landlords and tenants rights and responsibilities. While this list is not exhaustive and the discussion is not definitive (because the procedures can become very complicated), it is good for immigrant adult learners to begin to think about and talk about these issues and build a general awareness of the legal framework governing this important area of their lives. Issues covered in this instructional module are the following:

- ❒ the eviction process
- ❒ notifying landlords about leaving
- ❒ a landlord's rights to enter the tenant's dwelling
- ❒ a landlord's right to change a rental agreement

- ❒ a tenant's right to return of his or her security deposit
- ❒ a tenant's rights to request repairs of a rental
- ❒ prohibitions against turning off the utilities to get a tenant to move

Basic Skills Development

Life Skills. Awareness of U.S. legal framework relying on written documents, awareness of set procedural frameworks for resolving conflict, awareness of the availability of impartial mediation services.

Analysis and Problem Solving: contingency planning, awareness of legal rights and responsibilities, interpreting unfamiliar terminology.

Communication Skills: reading/writing, interpreting ordinary words with special technical meanings, relying on written vs. oral communication, negotiating within the "rules of the game" of a specific legal framework.

Teaching Points

1. **Landlords can request that tenants leave without stating a reason. If the landlord does this he must provide the tenants with a specific statement in writing, referred to as a "30 day notice".** This notice must be given in writing and "served on the tenant" — *i.e.* delivered in a legally specified manner. Usually, the notices states that the tenant is given 30 days to vacate the rental. A Rental Agreement can, however, specify a shorter period for the landlord to give notice (a good reason for tenants to read the Rental Agreement carefully). In areas where housing is hard to find, tenants may be able to negotiate an agreement for a longer period of notice.

2. **If a tenant has in some way violated the terms of his or her rental agreement — by not paying the rent, by having more people than agreed living in the rental, by disturbing other occupants — the landlord can move more rapidly to evict the tenants by serving them with a "three day notice.** The landlord must specify the reason for the eviction and must specify a clear cut alternative — *e.g.* "Pay the rent within 3 days or leave. After three days have passed, the landlord can file suit to terminate the tenancy. The three day notice must be in writing and must be served on the tenant in the legally prescribed way.

3. **Tenants who have received Court Papers (a summons resulting from the Landlord filing a suit called an Unlawful Detainer to evict them) must respond within 5 days. Unless the tenant responds during this period they cannot defend themselves. Low income tenants can usually get a waiver of court filing fees to file a response to their landlord.** The first thing for tenants to do is read the Landlord's complaint and contest any parts of the Landlord's complaint which they believe are false. There are a number of answers to contest an eviction. A defense for not having paid the rent, for example, may be an answer

documenting ways in which the landlord failed to maintain the rental in healthy and safe condition. A tenant can also contest an eviction if the landlord is retaliating against them for having complained about the condition of the rental, or if the landlord is arbitrarily discriminating against the tenant. The allegations made in the response are part of a legal document and subject to penalties of perjury if they are false. Tenants should make copies of any papers they file.

4. **Tenants should give 30 day notice before leaving a place they rent or the landlord may be able to retain part of their "last month" deposit (for the difference between the correct 30 day notice and the actual notice).** The tenants' notification to the landlord, like the landlord's notices to the tenant should be in writing, in case there are disagreements. Sometimes it will be able to negotiate a compromise when tenants haven't been able to give the full 30 days notice — for example, by agreeing to work very cooperatively in showing the rental to prospective renters.

5. **The landlord must give tenants 30 days notice in order to increase the rent in a month-to-month tenancy (since this is a change in the terms of the Rental Agreement).** Note: some communities in California have rent control ordinances which govern the amount of rent increases. Instructors should find out if these ordinances are in effect in their community.

6. **Landlords should give their tenants reasonable notice before entering a rental. 24 hours (one day) is considered a reasonable notice. If a landlord gives reasonable notice the tenant is expected to cooperate with them.** Good reasons for entering a rental include the need to make necessary repairs or improvements, or to show the rental unit to prospective buyers. Landlords should come only during normal business hours. If a landlord has given reasonable notice and has a good reason, tenants should cooperate with them. Landlords can also enter a rental without notice in an emergency.

7. **Tenants have a right to have their security deposit minus any charges for damage to the property, cleaning, or unpaid rent returned within two weeks after they leave a rental.** Tenants should be sure to request return of their security deposit when notifying a landlord they plan to leave and the landlord must itemize any deductions from the security deposit. A landlord can be fined up to $200 for not returning a security deposit as required by law.

8. **Landlords have the obligation to keep rental properties in good repair.** Renters should request repairs in writing if the landlord has been uncooperative. If a landlord fails to repair the rental within a reasonable time, the tenant can legally make the repair (as long as the cost of the repair is less than one month's rent) and deduct the cost of the repairs from the rent. Tenants can't take this action when they have contributed to the problem — *e.g.* by damaging an apartment or rented house. However, reasonable wear and tear does not mean that a tenant has "contributed" to the problem of badly maintained rental housing.

9. **It is illegal for landlords to turn off the utilities, change locks, or remove doors and windows to make a tenant move out.** Landlords can be fined

a minimum of $250 for violating these provisions of the law in addition to paying damages to the tenant.

Sample Classroom Activities

1. Lead a class discussion of the most common kinds of conflicts between landlords and tenants. Where do landlords and tenants disagree most? What do tenants most commonly do that is wrong? What do landlords most commonly do that is wrong?

2. Practice writing letters in class — a request for repairs, a letter notifying a landlord that you are going to move, a letter requesting return of a deposit.

3. Invite a local lawyer to talk about how the courts handle Landlord–Tenant disputes.

4. Discuss in class what reasonable standards are for "habitable" dwellings. To what extent to rentals in the community actually conform to people's standards. In what ways are rentals most likely to fall short of renters' standards?

5. Survey the class to see how many have had problems with landlords? What proportion worked out all right and what proportion ended up in some way that was unsatisfactory. Would negotiation have helped in those which ended up badly? Would taking legal action have helped? Would nothing have helped?

6. Discuss how tenants might resolve a dispute with a landlord about what constitutes "reasonable wear and tear" in contrast to tenants having "contributed" to the need for repairs.

Resources Checklist

California Department of Consumer Affairs, **Inquilinos en California: Sus Derechos y Responsabilidades.**

This excellent pamphlet is available from Inquilinos en California, PO Box 310, Sacramento, CA 95802 by sending a self addressed, stamped 5x7" envelope.

California Department of Consumer Affairs, **Landlord/Tenant: Ten of the Most Frequently Asked Questions.**

Sample: First Letter of Request for Repairs

Sample: Second Letter of Request for Repairs

Sample: Letter of Intention to Vacate

Sample: Letter Requesting Return of Deposit

SCRIMS, A Landlord's Right to Enter/ A Tenant's Right to Privacy

SCRIMS, Security Deposits

SCRIMS, Repairs

INSTRUCTIONAL AREA

Family and Children

MODULE 11 — *Women's Changing Roles*

Overview

For many married immigrant women from Mexico, coming to California represents not only a move to a community with an unfamiliar language, novel problems (*e.g.* transportation in spread out cities, shopping in large warehouse outlets), separation from supportive family members, and friends, but, also new roles, as workers, mothers, and wives. These changes in roles and their implications for day–to–day life are so fundamental and far reaching that "fashioning a new life" must be seen as a major personal and intellectual challenge.

Role changes create pressures in all families and the pressures confronted by immigrant women come from within the family — in terms of women's relationships with their husbands, children, sisters, cousins, and other extended family members. But these pressures also come from U.S. society which, sometimes overtly and sometimes covertly, forces new roles on immigrant women.

Migration and settlement patterns add to the pressures experienced by married women — since usually a wife will join her husband only after a number of years of remaining in Mexico as her husband migrates back and forth. Typically, a husband, wife, and children will only be reunited as the husband begins to achieve a measure of job security. This transformation of family life means changes, worries. While this traditional pattern still prevails, it is increasingly common, particularly for families from urban areas to migrate together to the U.S.

One of the most difficult challenges facing women from rural areas is how to combine full time work in the formal labor market (as distinguished from work in the "informal sector" in Mexico) with her role as a wife and mother.

The United States social services system, in responding to the feminization of poverty, confronts immigrant women with substantial challenges due to the "feminization of bureaucracy" — as women come to assume the primary role as providers of information required for program eligibility determinations, as archivists and custodians of a wide range of documents and official notices, and interpreters of official notifications of positive or adverse actions by human service programs, and requests for additional information.

Women who are on their own as heads of households with children face yet another spectrum of problems as they struggle to bear the burden of multiple full time roles — as wage earners, child rearers, crisis managers in finding and paying for housing and interacting with the support systems which seek to assure their involvement in their children's education, health care, and social life.

There are no easy solutions to the problems immigrant women face but adult education programs have the potential of providing a tremendously valuable service to the extent that they can provide women with problem solving skills, opportunities for reflection, and communication skills needed to embark on a new and broad range of personal, economic, and social interactions in "the invisible country" of U.S. communities,

Basic Skills Development

Analysis and Problem Solving. Experience in identifying conflicting pressures, comparing and contrasting divergent sources of information, questioning and weighing of both traditional and contemporary values, and forging novel solutions to intensely personal dilemmas.

Communication Skills: Understanding the purposes and context of communication with a range of bureaucracies, understanding the value of communicating questions, uncertainties, personal perspectives on problems, skills in defusing confrontational situations.

Reference Skills. Using and evaluating the quality of information provided by diverse sources of information and the concept of comparing alternative interpretations of novel situations. Interpretation of information from mass media, print, specialized hotlines, as well as "outreach" services, "information and referral providers", and other community institutions.

Teaching Points

1. **Social life in the U.S. inevitably changes immigrant womens' roles.** Women's lives, and the lives of their husbands and children, cannot go on isolation from the social context they live in. Personal values about "traditional" or "non–traditional" ways of living have to be examined in the context of the pressure of U.S. life — ideally by spouses addressing issues jointly as they come up and weighing pros and cons (and implications) of each family decision. Key decisions such as the pros and cons of where to live, the pros and cons of working at one job or another, the desirability of sharing housing with one group of family or acquaintances or another should be explored fully.

2. **Almost no families in the U.S. can survive without both husband and wife working**, without making new arrangements for child care and how the household is organized. There is no "right way" — just ways that are right for one

individual family or another. Gender roles (and mores) in the U.S. are different than in Mexico and will inevitably affect families' lives. These changes cannot be avoided or "kept away" but they can be managed.

3. **Tensions within the family are the inevitable results of learning to function in a new environment.** They are neither "good" nor "bad". What can be "bad" or "good" is how families confront these new challenges. In most cases, families will have to "experiment" with how best to resolve the conflicts they face — *e.g.* womens' need for independence as part of new work roles, bureaucracies' tendency to deal directly with women and ignore their husbands, childrens' exploration of new U.S. behavior and mores that decrease parents' authority.

4. **Tensions between wives and their husbands are the inevitable result of changed rules of the game for social and economic life as well as families reuniting after long periods of separation.** Family tensions and conflicts are probably inevitable among reuniting families. The best a husband and wife can expect is to be able to resolve those conflicts in a loving, mutually supportive, and creative way. Economic pressures, fears about change, childrens' problems in school, a constant stream of unexpected problems, bad treatment by employers, the police, storekeepers, all stress both husband and wife. The only defense against these pressures is to expect them and prepare for them.

5. **Children are agile learners of new modes of behavior but, nonetheless, need constant support from their parents' in understanding and adapting to a new society and educational system.** Children in immigrant families will be able to assimilate tremendous amounts of new information, adapt rapidly in many regards to their new environment, and embark rapidly on learning a new language. This rapid, surface level adaption may, in many cases, belie these same childrens' need to have their parents help them understand and respond to the new social demands they face. Parents should seek to overcome the social pressures that tend to isolate their children from them.

6. **Life in the U.S. makes it difficult to rely on informal networks for support in addressing personal problems.** The informal networks that provide women (and men) advice and consultation with personal dilemmas, information about new and unfamiliar issues, and personal support and encouragement in traditional peasant societies are weak in the U.S. — partly due to people's mobility and living in physically dispersed locations, partly due to the fact that more and more of our social interactions have become formalized.

7. **In the U.S. many family support services that were provided in Mexico by informal networks of family, friends, and neighbors are provided by formalized institutions.** Immigrants who do not live in areas near relatives or acquaintances from their home villages are cut off from the support networks that helped them in problem solving and overcoming adversity in Mexico. There are now, however, a variety of formal structures — health clinics, schools, legal services, child care providers, mutual support groups in many parts of California that can provide valuable support to families and to women who bear the brunt of

much of the isolation. These networks will never be able to achieve the level of intimacy and individualized support that extended family networks provide but it will still be necessary and useful to rely on them. At the same time, persons needing help will have to recognize their limitations.

8. **Personal, economic, and social adversity needs to be the basis for triggering mutual support as opposed to individual conflict.** Most immigrants' experience includes a measure of injustices and instances of unfair, hostile, or indifferent treatment. It is important to avoid the common reaction of displacing the pain of these negative experiences into the home. Immigrants should be prepared to expect and understand a measure of unwarranted hostility and to acknowledge and support family members as each encounters their own difficulties — children's unfair or unsympathetic treatment at school, husbands' and wives' unfair or unjust treatment at work, and "cold" or indifferent treatment by government agencies.

9. **Women on their own can seek support from informal mutual assistance networks.** Women on their own — as heads of households or simply as single women working in the U.S. may well be the most isolated group among the immigrant population. In some cities of California, advocacy groups are now growing up that are able to provide help to women immigrants in facing the special problems they face. Even undocumented women have access to some crucial services. Women's mutual support groups provide particularly valuable support for undocumented women who may be denied access to many "official" services.

Sample Learning Activities

1. Discuss women's experience of the change from living in Mexico to living in the U.S. During their first month in the U.S. what most surprised women about the U.S.? What aspects of life in the U.S. continue to seem most strange, unusual or "different"? Have participants write a letter home to a sister or female relative telling them "what it's like".

2. Discuss the pros and cons of women and children remaining in Mexico while their husbands go to the U.S. to work in contrast to joining their husbands in the U.S. Explore whether differences of perspective relate to women's different villages or different family networks and, if so, how.

3. Ask class members, men and women to prepare "daily schedules" as to how they spend their time. Make pie chart graphs on the blackboard. Revise it to reflect different individual patterns and discuss the differences there are between men's schedules of activities and women's.

4. Discuss the pros and cons of women working, remaining at home to take care of children, or combining both roles. Emphasize the appropriateness of different individual opinions and perspectives. Have class participants prepare a list of 5 bits of advice they would give other women about combining work and family life.

5. Have class list the five greatest surprises they had in discovering what life in the U.S. was like. Other options are: (1) list the five best things about life in the U.S., (2) the five worst things, (3) the five most serious problems facing families (in general). Discuss strategies for overcoming these problems.

6. Role play "good" and "bad" approaches to dealing with family conflict scenarios — *e.g.* children not being fed because both parents are working, a woman considering a better paid job on the night shift, a husband having to give a wife a ride to work at 5 in the morning.

7. Role play "good" and "bad" scenarios about helping children with their problems in/with school — *e.g.* dealing with racial/ethnic insults, trying to help with homework when parents don't know English, meeting with a teacher who says a child is doing badly in school, participating in after school sports activities when parent's don't have a car and public transportation may be dangerous.

8. Discuss whether a husband or wife should tell their spouse if they are insulted at work and, if so, how a spouse can best provide support in dealing with unfair treatment at work?

9. Discuss the pros and cons of saving money for a woman to have her own car to look for and commute to a better job than the one she has now?

10. Develop a generic family budget in pie graph form including categories for housing costs, the costs of working (including transportation and child care), food, health care, saving/emergencies, debt repayment. Why might budgets differ? What trade offs might there be, for example between transportation costs for going to work and getting a better job?

11. Discuss what the most common problems class participants see in sharing housing with family or friends and what are the best strategies for minimizing conflict.

Resources Checklist

The list of materials relevant to women's legal issues is too extensive to include here yet. Important Resources in California are:

- In Northern California, **Mujeres Unidas y Activas**, Coalition for Immigrant and Refugee Rights and Services, (415) 243–8215 is an effective grass roots womens' group addressing a wide range of women's issues.
- In Southern California, CHIRLA maintains a Materials Clearing House and a Speakers' Bureau that can be reached at (213) 736–1300 Extension 631.
- CHIRLA also has a subcommittee focusing on issues relating to Domestic Workers. The contact person is: Nancy Cervantes who can be reached at (213) 385–2977.
- An excellent overview is provided in Chris Hoagland and Karen Rosen (Eds), **Dreams Lost, Dreams Found: Undocumented Women in the Land of**

Opportunity, CIRRS, 1991, $20. This 150 page report is a valuable resource providing teachers an in-depth look at the issues faced by undocumented women.

INSTRUCTIONAL AREA

Family and Children

MODULE 12 — Parents' Involvement in their Children's Education

Overview

Many immigrants come to the U.S. in search of educational and occupational opportunities for their children — "so my children can have a better life". Immigrant parents' recognition of the value of their childrens' education is a valuable contribution to their children's future. However, to assure their children's success, parents will need to become increasingly involved in their children's education and participate in many facets of their children's learning experience. This participation should, ideally, go beyond the traditional role of making sure children go to school and helping them with homework.

Parents' investment of time to be involved in their own children's education is a rewarding and valuable experience. Becoming involved in one's children's education can take many forms — from talking with children at home about school, to helping them with homework, or helping them resolve problems that arise at school, to being involved with school related organizations — for example a school site council or parent's advisory group.

Parent's involvement in their children's' learning requires much more than help with formal learning tasks. It involves, also, talking to children, about a wide range of issues, encouraging them to be thoughtful, creative, and innovative. Parents' willingness to pay close attention to their children's experience in confronting a new culture is an important part of strengthening families' resiliency and adapting to a new cultural context — neither accepting new cultural values unquestioningly nor rejecting them out of hand.

Parents do not need to be experts on education to be productively involved in their children's education. What they do need is to know that their concern, common sense, and participation will make a difference — even when the "experts" — school administrators and teachers do not seem to hear them. In several communities, immigrant parents have taken advantage of California's new provisions for innovative "charter schools" to work with other parents and teachers to develop school programs that respond directly to their needs.

Immigrant children face a variety of problems in school — learning a new language, experiencing subtle or out front ethnic conflict and discrimination, and facing the challenge of developing their own strategies for living in two cultures. Parents need to appreciate that learning to live in a multi-cultural society is bound to be a turbulent and confusing experience for most children. Their children will need solid personal support in this process.

Currently, childrens' right to equal education in elementary and high school is legally guaranteed by a Supreme Court decision affirming that right. Most U.S. educators believe that education — access to knowledge — is a basic human right but the picture is now becoming more confused as access to education comes to be conditioned increasingly on immigration status. Immigrant families will need to become actively involved in standing up for their own rights and their childrens' right to equal access to learning. As public sentiment turns against immigrants, that involvement may require political action to stand up for immigrant childrens' rights to equal learning opportunities.

Basic Skills Development

This curriculum module serves to build several basic, generic skills. It will be useful for the instructor to emphasize to the class how the module and the class activities contribute to these skills:

- ❒ *Communication skills* — Self expression, communicating concerns
- ❒ *Survival skills* — Resolving educational access problems
- ❒ *Team work* — Concepts of collaborative teamwork (parents and teachers) community participation, the benefits from being proactive
- ❒ *Applied Numeracy*. Estimating the value of education
- ❒ *Career Awareness* — The economic value of education

Teaching Points

1. **Children have a right to a primary and elementary school education, no matter what their immigration status.**. The U.S. Supreme Court has held that all children have a fundamental right to an elementary school and high school education. That right is being threatened in California by anti–immigrant legislators but is likely to remain intact.

2. **Children have a right to equal educational services.** There are very strong laws protecting children from discriminatory treatment based on their race, national origin, language, mental or physical disability, and/or sex. This includes the right to receive special help, for example, due to difficult in speaking English. Parents also have the right to expect that their children be taught in ways that recognize their individual interests, concerns, and abilities. Although this right is not clearly legally protected, parents' involvement in their children's education can help concerned but overburdened teachers or even unconcerned teachers recognize their child as an individual.

3. **Parents themselves are important teachers**. Parents' willingness to take the risks of displaying their own ignorance when they don't know something, in working patiently to solve problems they face are an important part of teaching children. Playing with children and talking to them, even for a short period of time, is an important part of their learning. Trying new things is part of learning to learn. What a person knows is less important than what they do to find new things out. When parents and children explore learning together, the experience of cooperation, family support, and excitement outweigh the problems of being tired, not having enough time, and embarrassment.

4. **Education includes more than just being in the classroom**. The information society requires more than basic education. It rewards creativity, the ability to work together, the ability to put information together in new ways, curiosity, questioning, and asking difficult questions. Students' participation in extra–curricular activities like sports, school clubs, music, theater is part of this development process and should receive as much support from parents as classroom work. Education often begins even before school with programs such as Headstart. Education can continue even in out of school summer programs and may, eventually, include employment–oriented programs for young people.

5. **The demands of future work will place more emphasis on personal interaction and building close and collaborative interpersonal relationships meaning that children's friendships and relationships with other students are an important part of their education.** Children's social activities are an important part of their learning experience. While inter–ethnic tensions continue in many school settings, California is moving steadily toward a multi–racial, multi–cultural, and multilingual society in which children, teenagers, and adults of different ethnic backgrounds get along together. Many experts feel that one of the

best ways to combat the negative impacts of gangs on young people is to make sure that no young person feels , left out, or in danger because they are on their own or isolated.

6. **Children whose parents are involved in their education are most likely to succeed**. Schools and the teachers in them are likely to best serve the children whose parents are involved in their children's education. Parents do not need to have any special knowledge to be involved in their children's education. They do, however, need to be willing to learn, to ask questions, and to take the trouble to meet with their children's teachers or school administrators. Parents can also play a crucial role by constantly seeking to build their children's self esteem that may frequently be threatened by the difficulties of adapting to a new environment.

7. **Parents should consider being involved on advisory committees** for programs such as Migrant Education or on school "site councils". While participating on these committees, parents should feel free to expect staff to be accountable in explaining issues to them fully and should consider participation an important means of developing their own skills in securing information, analyzing it, and acting on it.

8. **Being involved in school and educational politics can make a difference.** In the U.S. schools are locally controlled and parents' involvement can make a huge difference in what kinds of services children get. Los Angeles is taking special steps to improve inner city schools due to the Rodriguez v. LAUSD consent decree beginning in 1992. The Los Angeles Unified School District has also considered a resolution by board member Leticia Quesada to allow parents to vote in school board elections whether or not they are citizens. Contacting state legislators will be a crucial part of making higher education affordable for immigrant children.

Sample Learning Activities

1. Ask parents to describe their goals for their children and discuss the problems they will face in making those goals a reality.

2. Invite a Mexican or Mexican–American community leader to talk to the class about the educational challenges they faced in getting to their current position

3. Lead class discussion as to whether extra curricular activities are "wasting time" or not. If so, why? If not, why?

4. Ask each participant to discuss what their long term educational plans are.

5. Role play different scenarios of student treatment by teachers. Are the students being treated equitably or not?

6. Estimate the value of an education based on different earnings of blue collar workers, technical workers, and professional workers.

7. Ask the class to discuss whether it is best for mothers to deal with issues relating to school, fathers, or both parents.

8. Role play scenarios of different parent–teacher interactions.

9. Invite a K–12 teacher to talk about parents' roles in their childrens' education. Alternatively, invite a principal or school board member to talk about their role in schooling, their vision of education, and the problems they are facing in their school and their immediate goals to improve education.

10. Discuss with the class different philosophies about language learning — *e.g.* immersion, transitional ESL.— and their personal preferences about how best to learn a new language and what their children's experience in language learning has been.

11. Develop with the class a list of activities parents can do with their children which help them learn but which do not require knowledge of the classroom material. These activities can include family trips, family conversations, talking about the content of television and radio programs, checking books out from the library, writing letters to family members, telling stories, and explaining traditional cultural values.

Resources Checklist

1. Comite Nacional para Ciudadanos en la Educacion

   900 2nd St., NE, Suite 8

   Washington, DC 20002–3557

   (800) LE–AYUDA

2. META

   524 Union St.

   San Francisco, CA 94133

   (415) 398–1977

3. **The Rights of Limited English Proficient Students: A Handbook for Parents and Community Advocates**, Available from META for $8.00

4. **A Handbook for Immigrant Parents: Protect the Educational Rights of Your Children,** 1991, Available from META for $3.00

5. *Tarjeta de los derechos de los Padres*

6. **Hacia la Realizacion de la Autoestima,** California Dept. of Education, 1992.

7.. Leticia A. Network Newsletter

8. **Crossing the Schoolhouse Border: Immigrant Students and the California Public Schools** (Available from California Tomorrow, Fort Mason, Building B, San Francisco, CA 94123, Phone 415–441–7631)

INSTRUCTIONAL AREA

Family and Children

MODULE 13 — *Issues in Accessing Services*

Overview

Life in the United States is usually more rootless and separate from networks of family and friends than in Mexico — due to cultural assumptions, time pressures on economically pressed working couples, due to housing patterns. Women end up bearing primary responsibility for seeking support from the formalized human service delivery systems that replace the informal support networks of rural Mexican society. The strong pressures for women to assume the role of interacting with social service bureaucracies stem more from U.S. culture than any form of Mexican "machismo (*e.g.* bureaucracies' insistence on conducting transactions with their "clients" during 9–5 working hours although most "clients" are from working poor families).

Despite their serious shortcomings, formalized service delivery systems provide an important range of "support services" to families encountering a variety of problems. While the "menu" of services is broad, many services listed on the menu are hard to access (for everyone, but particularly for immigrants). Access requires a long time on a waiting list, extensive documentation of eligibility or multiple interactions with eligibility workers. California's human services also suffer frequent lapses in quality and, in many cases, adopt authoritarian styles and establish intrusive and demanding requirements to examine families' lives in detail. Nonetheless, the support these formal service delivery systems provide represent important resources for women, their children, and, to some extent, to families as a whole.

Important services that are available at no cost or at reduced cost include prenatal care and nutrition assistance, delivery, peri–natal care, immunizations, and special medical care for children with disabilities. Early childhood education programs such as Headstart are especially likely to provide high quality comprehensive service to children and their families but be hard to get into. Other subsidized child care programs are also important resources but also likely to be very hard to access. A wide range of other services — home weatherization,

lifeline rates on telephone service, and help with electricity bills are also available. Major public assistance programs — Aid to Families with Dependent Children, Food Stamps, and MedicCal are likely to be the most bureaucratic, insensitive, and punitive of programs but the benefits they provide are crucial to families' welfare.

Immigrant women face many barriers in accessing service systems — language, unfamiliarity with "the rules of the game" and eligibility difficulties because one or more members of their families are not authorized to reside in the U.S. Some points are critical for immigrant women to remember in overcoming these barriers. Free legal aid and legal services programs throughout California will advocate on behalf of a woman and outreach workers in many programs will provide advice and easy to understand information even when professional staff are unsympathetic. Some programs have ombudsmen or client advocates whose job is to help clients with the administrative complexities of the program.

Children born in the United States are eligible for all service programs, irrespective of their parents' immigration status. All children are guaranteed the right to equal educational opportunities whether they are legally in the U.S. or not from kindergarten through 12th grade (though not at community colleges, or college).

Even women and children without papers are guaranteed access to some limited kinds of health care — emergency and prenatal care. Women who are unsure of their rights because of their immigration status or the immigration status of their families should seek the advice of an immigrant advocacy group or legal services office.

Persons legalized under IRCA are now usually permanent residents and can petition to become citizens and for their wives and minor children to be legally admitted to the U.S. outside of the visa quota system. Although the citizenship process takes time and energy, it is the only way for families to guarantee themselves equal access to publicly funded services.

Basic Skills Development

Information Access Skills. Securing information provided by pamphlets, informal sources of information such as friends, formal sources of information such as caseworkers and children's teachers. Securing information from mass media, print, specialized hotlines, as well as "outreach" services, "information and referral providers", and other community institutions.

Analytic and Problem Solving Skills. Weighing and comparing different perspectives on hard to understand information. Securing clarification of ambiguous or inconsistent information.

Mathematics Skills. Estimating eligibility for a variety of means tested programs and assessing the trade–off of time spent in accessing service vs. no service at all.

Communications Skills. Improved ability to avoid confrontation with social services workers, to guide dialogue to address actual real world problems, and to maximize social workers' flexibility in responding to problems.

Teaching Points

General Points to Cover

1. **In the U.S., some support systems are adversarial and highly bureaucratized. As the primary family member interacting with these support systems, women should learn the "rules of the game".** While individual social workers may be concerned, caring, and helpful persons, many of the key human services systems are highly legalistic and incorporate complex eligibility rules, formal processes for dealing with contingencies, and adversarial but "fair" and legalistic procedures for overcoming problems. It is also critical to understand the full implications of each bureaucratic action (either communicated verbally or via an official notice) taken by a social or human service system.

2. **Eligibility for almost all services is conditioned on family income so families should make it a priority to keep good records of income and expenses.** The particular kinds of documentation required to demonstrate eligibility for a program are often prescribed by law or regulation and, in terms of eligibility determination, most social workers have little leeway or opportunities to be flexible. Therefore, it is essential for families (and this may well mean women) to take great care to keep the best records they can of income and expenses — on a monthly basis.

3. **Some social service programs do have "trick" questions that applicants should be on guard for.** In general, it is necessary for persons seeking services to provide the information legally required to determine eligibility, but it is not wise to consider social workers as confidantes or general purpose resources for solving the full range of problems. If a woman does not understand a question on a form or in an interview, or if that question seems strange or confusingly worded, she should insist that the social worker explain the meaning of the question fully. Social workers are required to explain fully the implications of each action they take. If they do not it is good grounds for appealing to their supervisor or seeking the assistance of a legal services provider or community organization advocate.. Most "bureaucratic actions" by the adversarial "human services" system can be appealed (within the regulatory constraints of the program) and women should not hesitate to exercise their appeal rights.

4. **Outreach workers are more likely to be Spanish speaking and genuinely concerned about the welfare of families seeking services than professional staff. Outreach workers should be seen as important resources.** "Professionalism" is often, though not always, the enemy of compassion and concern. Paraprofessionals — teachers' aides, migrant education outreach workers, translators in hospitals, social service aides, community organization staff

— are important sources of information about the "rules of the game" of various social systems.

5. **"Referrals" are a procedure that are intended to insure that a person who is not eligible for help from one agency will get it from another. Referrals seldom work well without the "client's" active involvement**. While referrals are officially considered to be a way to facilitate a person's access to another program than the one they have originally contacted for help, they are in reality usually a means for an indifferent social worker to make her or his day easier and gracefully get rid of a "client". At a minimum a referral should include an assurance that there really will be a service provided, easy to understand directions written down for reference as to how to get to the new office, an accurate idea of when the new agency office is open, and a general idea of what the kinds of service available are and what the eligibility guidelines are. The client, in this case an immigrant woman, should hold the person who has referred her to a new program accountable for making sure she gets help instead of getting a runaround. Women should be urged to be persistent in getting the service they are theoretically eligible for. That persistence should include requesting that agencies not place an undue burden on her to come back time and again to provide additional documentation, that agencies explain why there may be a delay in getting service, and why an applicant is not considered eligible for service if she is refused help. As in the case of seeking help directly from an agency, women should insist that the language used by the social service workers she is in contact with be clear, lucid, and intelligible without too many "big words" — no matter how long it takes.

6. **Agencies and social workers (including teachers) who are committed to quality service can often provide important information, advice, and counsel, even if they cannot do anything directly to help someone.** Women seeking help with the problems they face should understand how unusual it is for a social worker to genuinely and candidly admit that they can't be of any direct assistance but that they'd like to help however they can. This advice, counsel, and information can be valuable even if there is no direct, tangible benefit a social worker can provide her or his client. Service systems that have a reputation for being most flexible, understanding, and committed to doing what they can (outside of very narrow program guidelines) include emergency hotlines, legal services offices, grassroots community organizations and, in some cases, the school system. Church based groups, homeless shelters, and mutual self help groups are also likely to show and follow through with genuine concern despite having very few resources.

7. **Women seeking help have a basic human right to be treated in a respectful and dignified way**. "Human service" provides are frequent offenders in interacting with the people they are to help in a demeaning, demanding, and haughty way. Women should absolutely demand respectful treatment and be prepared to explicitly state that they know that their ignorance of "the system", or

their need for help, does not provide social workers an excuse to treat them in anything but a dignified way.

Some Specific Service Entitlements to Point Out to Immigrants

8. **MedicCal is available to pregnant women, irrespective of immigration status.** California is now trying very hard to expand MedicCal coverage for low income women in a new program called Baby–Cal. Health care providers hold information they receive in strict confidentiality.

9. **Children born in the U.S. are citizens and eligible for all public health services and public assistance support.** Children who are not born in the U.S. and who do not have legal immigration status are still eligible for many kinds of help which are not conditioned on immigration status.

10. **Children are guaranteed equal education opportunities under the law, irrespective of immigration status.** Parents have the right and duty to assure that their children get the best possible education. Not only can children without papers go to school, their parents can and should demand that they get effective high quality education (including effective educational support for learning English).

11. **There are shelters for women who are victims of domestic violence.** Almost every community has a shelter for women and their children who must leave their homes because their husbands are treating them badly. But many of these shelters do not have bilingual staff. It is wise for immigrant women to contact an immigrant rights group or have a friend who speaks English help them if they have to leave home.

12. **Seeking help from the police**. A woman can seek help from the police if she is a victim of a crime, if she is raped, if she is harassed, or if she is threatened by a man, without risking deportation. Police have no right to ask a victim her immigration status.

13. **Some free child care and childhood development programs are available and when a family pays a child care provider those costs are tax deductible.**. Headstart is an important program and well known but there may be other child care or child development and preschool education programs available in the community. Families who can benefit from deducting child care costs on their income tax, however, need to keep records of what their child care costs are.

14. **California libraries are more and more commonly providing at least small sections of books, manuals, and pamphlets in Spanish.** Using libraries is free and the information they have available is often very helpful to families. Some libraries have storytelling and reading programs for children. If at all possible, families should get in the habit of using the free resources the libraries represent (and whenever possible urging librarians to secure more materials in Spanish).

15. **For low income families with children, it is important to submit a federal income tax return each year, because the tax return is the basis for**

the Earned Income Credit. Filing a federal tax return is important for a number of reasons (including the legal requirement to do so). In terms of support services for families, the Earned Income Credit is important to low income families (*i.e.* those with incomes below about $20,000 per year). Credits can be more than $1,000. Also important is the California renter's tax credit. Free assistance in filling out tax returns is available from the Internal Revenue Service itself (although waiting lines for call ins are long) and some community groups provide free tax preparation assistance. Again, keeping good records is the basic foundation for filing an accurate tax return.

Sample Activities

1. Invite local public health department staff to make a presentation on health services for women. Encourage class participants to ask questions and share their problems of access with the staff representatives.

2. Invite women from grassroots cooperative organizations such as Mujeres Unidas y Activas (in the San Francisco Bay Area) or the Red De Defensa Laboral (in the Los Angeles area) to talk to the class about their organization, their personal experiences in accessing services, and their strategies for overcoming the problems they've faced.

3. Work with class participants to prepare monthly budgets of income and expenses. Expense categories in the budget should include at least the following to make them as useful as possible for answering program eligibility questions: shelter cost (with rent or mortgage, electricity, water, and garbage fees broken out) work related costs (transportation, child care), health care costs (including prescriptions, special treatments), food costs, and debt payments.. Are there other categories that class participants think are important and should be recorded?

4. Work in class with participants to set up a home accounting box — perhaps an accordion folder — with file folders for receipts, pay stubs, bills, and for important correspondence from public agencies.

5. Role play an eligibility interview for AFDC, MedicCal, or Food Stamps with a county social services agency. Ask women who have themselves gone to an eligibility interview to play the role of the eligibility worker. If there are no volunteers, the instructor can role play the eligibility worker.

6. Lead class participants in a discussion of which human service agencies in the community are: a) most important to their lives, b) provide best (or worst) service, and c) why. Write a class letter to either the agency agreed to be the best congratulating it on its good service or to the agency agree to be the worst listing the problems people have encountered.

7. Invite a maternal–child healthcare provider to a class session. Lead a discussion of different perspectives on the importance or unimportance of prenatal care, deliveries in formal settings such as hospitals or informal settings with

parteras. After the discussion is over, ask the health care provider to address class participants' concerns, misconceptions (if any), and, in short, to make a pitch.

8. Invite a local school representative to the class to talk to the class about the problems they feel they have as an educator in serving students well and ask class members' advice in suggesting ways in which educational services to immigrant children can be improved.

9. Role play a "good" referral from one service agency to another and, also, a "bad" referral and discuss the differences.

10. Discuss and list the kinds of behavior on the part of human service providers that communicate respect and bolster dignity in contrast those which communicate disrespect, indifference, or hostility. List at least 3 of each.

11. Invite an emergency hotline representative to talk about the kinds of people at the other end of the phone line when people call and what happens when a call comes in.

Resources Checklist

National Immigration Law Center
1636 West 8th St., Suite 215
Los Angeles, CA 90017
(213) 487–2531
(training sessions, definitive materials on benefits eligibility)

Immigrant Legal Resource Center
1663 Mission St., Suite 602
San Francisco, CA 94103
(415) 255–9499
(training sessions, definitive materials on benefits eligibility)

Children Now
(800) 829–1040
(information line in Spanish on Earned Income Credit)

Volunteer Information Tax Assistance
IRS (800–289–1040)

CHIRLA

La Voz del Campesino

Local phone books have a wealth of information on services available in local communities. Look under the "Government" heading or under the name of the specific service of interest, *e.g.* "Family Planning".

INSTRUCTIONAL AREA

Community Participation and Social Integration

MODULE 14 — *Using Information Resources*

Overview

In the United States, it is necessary to routinely and confidently use information resources to function successfully in either the workplace or in daily living. Successful use of information resources does not require special skills as much as it does a positive attitude, flexibility, and a recognition that everyone, irrespective of educational level, learns how to find out new kinds of information by trial and error.

Information can come from many sources — one's friends and family, coworkers, neighbors, salespeople, telephone hotlines, calls to businesses, public agencies, or information centers, newspapers, manuals, instruction booklets, pamphlets, billboards, radio, television, videocassettes, and via keyboard access to computerized databases — some as simple as automated teller machines, some as complex as in science fiction movies.. Contemporary literacy requires the ability to access information in many different ways, the ability to assess the accuracy and objectivity of the information, and the ability to put the information to use in one's own situation.

Upward career advancement now and in the 21st century will not require that a worker have a great store of specific information but, rather, the ability to rapidly and efficiently access and assimilate new information. A crucial part of accessing new information is knowing when and how to question teachers, instructors, presenters, salespeople, and other information providers. Part of the questioning process includes asking questions that make it easier to effectively use the information being provided — the ability to engage in interactive dialogue.

Our society is so firmly based on information transactions that it will be essential for almost all adults to not only know how to access information but to

actually enjoy the process of acquiring new information and ongoing learning — even when the person accesses new information simply because they are curious.

Basic Skills Development

Reference skills: securing oral/aural information, basic awareness of indexes

Technology awareness: voice mail, index cards, menu based systems, keyboard familiarity

Analysis and Problem Solving: awareness of possible sources of bias in information, evaluating reliability of information, extrapolating from limited information, applying general information to individual circumstances

Communication Skills: eliciting information from informants, securing clarification, confirming information

Teaching Points

1. **Information from friends, coworkers, and family members is extremely valuable but may not always be accurate**. People always bring their own interpretation to information so that second hand information is not always accurate. Those interpretations are usually conditioned by their own hopes, expectations, and experience. People may often believe they heard what they wanted to hear or they may believe they heard what they didn't want to hear — and be mistaken.

2. **It is always safest to compare information from different sources and confirm information before acting on it** — whether the information comes from a friend, a family member, a coworker, or even from an "official" or formal information source. It makes sense to take a lot of care in confirming information which is important to one (*e.g.* information on immigration law, on wages and working conditions, on terms of credit) even if it takes extra effort and time.

3. **No one should be embarrassed to ask an information giver to clarify and explain what they are saying**. People who deal with specialized information every day — social service agency staff, health care personnel, teachers, legal advisors often use a kind of shorthand or jargon in talking which is confusing to people of all educational levels. This is usually not their fault (although sometimes people deliberately make the information they provide obscure). The reasonable response is to ask for clarification. It is helpful to the information giver if a person can explain what part of the information was confusing — *e.g.* when someone asks, "Please explain again the part about the process for adjusting the mortgage interest rate", "Where do I send my application?".

4. **It is seldom possible to get all the information one needs**. Thus it is necessary to extrapolate from limited information. We all need to generalize from limited information. Particularly in dealing with bureaucracies, it is not safe to

extrapolate. I can assume from my limited experience that most legal papers need to be notarized, but I might waste a lot of money notarizing applications that simply need to be signed. After extrapolating from limited information, it is especially important to try and confirm that one's explanation is right.

5. **Even printed "official" information is not always reliable.** Even when there is printed official information that seems clear, it is useful, to the extent possible, to check its accuracy and reliability. Some information which may be literally accurate may, nonetheless, be misleading.

6. **There is so much information now that it all is indexed.** Indexes take many forms but all indices classify information under different headings — the most familiar example being information about the author, title, subject, and call number of a book. More and more jobs require workers — even, for example, car parts dealers, to be good at using specialized indexes (*e.g.* make, model, and year of a car part). Often information providers ask their customers to provide information that allow them to find the information they need to or to prove a person should have access to information (*e.g.* social security number). In personal transactions, telephone transactions, voice mail transactions, and computer based transactions, it is tremendously common to use an index — often called a "menu" (since restaurant menus are indexes of kinds of food, for example).

7. **There is so much information that it's now necessary for most people to use one or another kind of "information center" for many of their needs.** The phone book has very thorough listings of many kinds of information resources for every area — not just in the yellow pages but, also, in the front of the phone book. Now, almost all public agencies supplement the information they provide by phone with pamphlets, handbooks, and brochures. Using an information center — for example, a reference librarian is almost always the best first step to accessing information.

8. **A great deal of information now is provided in the form of charts, graphs, and tables.** Feeling at home with these graphic modes of representing information is a crucial part of both work life and personal life.

9. **Information from many agencies and institutions now requires information seekers to use voice–mail.** Using a voice–mail system frustrates most people. However, it is useful to remember that almost all systems have a choice that is "none of the above" which brings a real, live, human being onto the telephone line to help out..

10. **Accessing information at work will increasingly require use of computer based menus.** Using computer based information systems doesn't require that a person know how to type but it does require a positive attitude about keyboards. ATMS are a good example of a simple computer based menu. Computer based learning systems are now almost all menu driven and provide a good example of how crucial it will be in the future to access information via a keyboard.

11. **Asking questions at work is evidence of a person's desire to get ahead.** People often don't ask questions because they are afraid of being considered stupid. In fact, the usual way in which ambitious workers show their motivation, intelligence, and commitment to a job is to ask intelligent questions (many of which they spend some time formulating to allow them to "show off" their skills). Asking questions is evidence of a commitment to quality in most jobs. Not asking questions is taken as evidence of indifference and laziness.

12. **"Browsing", acquiring information just for curiosity's sake, is valuable practice for later acquiring information in a systematic way.** Literacy involves not only the skill and ability to acquire information but, also, the habit of acquiring information. Learner's values must develop to encompass "idle" information searches that have no immediately overwhelming need to accomplish an end as a means of building on–going accessing of information outside of a formal learning environment.

Resources Checklist

Examples of Information Resources

Print

Tabular information — Business section, Consumer reports, Business Week, Time

Graphic information — news stories on polls

Flow charts — Mechanics manuals, instruction cards

Telephone book — yellow pages, green pages, 800 directory, Latino Yellow pages

Indices — Library card catalogue, store catalogues, manuals, specialized directories, phone book, classified ads, Spanish–English dictionary, TV Guide.

Hotlines

CIRRS — Immigrant Assistance Line (415) 554–2444

Emergency — Local Poison Control Center (Information Operator, Yellow pages)

Emergency — 911

Radio

Call–in shows — clarification, comparison

Public affairs shows — comparison

Television

"911" — TV docudrama on oral/aural information exchange

Local/national news — graphic information

Information Centers

CHIRLA — Speakers Bureau (213) 736–1300 X631 (full spectrum of immigrant issues)

Local library, reference librarian

Local office EDD (Employment Development Department)

Family Planning — local Public Health Department

Movie theater announcements

Voice Mail

Banks

Guia del Campesino (800) 232–4842 – *i.e.* 232–GUIA.

Background on Information Economy and the Future

- ❒ SCANS — **What Work Requires of Schools**, Superintendent of Documents
  Fax orders to (202) 512–2250. Can be charged to credit card.
- ❒ Anthony Carnevale, **America and the New Economy**, ASTD, 1991.
- ❒ Anthony Carnevale, **The Basic Skills Employers Want**, ASTD, 1989.
- ❒ Adult Education Institute for Research and Planning, **State Plan for Workplace Learning**, 1992. Order by phone from (916) 448–9063.

INSTRUCTIONAL AREA

Community Participation and Social Integration

MODULE 15 — *Political Participation*

Overview

Participating in the political life of the United States involves a great deal more than voting. Getting involved in community issues can have immediate, direct, and important impacts on immigrants' lives.

In many ways, talking with neighbors, participating in local action groups, writing letters, and speaking out at meetings is more important than voting. It is not necessary to be a citizen to participate actively in politics. Politics is dialogue, speculation, expressing one's opinion — interrelating with people in public forums. While only citizens can vote, anyone living in the United States can talk with others and join with others to pursue their interests.

To participate meaningfully in political life, it is necessary to be informed about the issues. Being informed doesn't mean being well educated or even speaking English well (although speaking, reading, and writing English always helps) . What it does mean is being in touch, learning about different points of view, listening well, reflecting on what one has heard, and thinking carefully about what one is going to say.

The same skills brought to bear on political participation on issue of common concern to the community are an important part of workplace interactions and can be used by workers as part of strategies for career advancement.

Building immigrant learner's willingness and ability to participate meaningfully in the political life of their communities is a central strategy for engaging learners in ongoing use of English to build competencies in oral and written communication, and for expanding and deepening analytic skills, problem solving skills, and experience in uniquely American modes of communication.

Basic Skills Development

The Political Participation Instructional module provides a structure in which an extremely wide range of SCANS type skills can be integrated. The instructional module is appropriate for any level of adult learners. The module can and should be adapted to learners' English language skills. For extremely limited English language groups, most discussion, dialogue, and exercises should be in the native language. However, it is possible and appropriate to introduce some English language materials.

The political participation module assumes that the first group activity will be to identify one or several issue/topic areas of relatively high general interest. Subgroups should be set up as "project" groups addressing a common interest or concern of the group participants.

The primary learning/teaching objectives are not "content" oriented — *i.e.* related to the particular issue or issues being considered. The primary/learning objectives are tied, instead, to building learners' communication and higher order thinking skills.

Nonetheless, the Political Participation module can be expected to have practical benefits in building learners' knowledge and familiarity with the "unknown country" of the legal and social framework of the specific community in which they live.

Political participation is an "expandable" bundle of learning activities that can be focused narrowly or much more broadly so as to constitute a full–length course, depending on the group's and the instructor's interests and concerns. In a social and political environment that is increasingly hostile to immigrants, building awareness of the political context and skills in participation should be considered to be survival skills for immigrants in California.

Teaching Points

1. **Political Involvement can make a big difference** — at least at the local level, and sometimes at the state and national level. Activist's can make the biggest difference by thinking about the issues which most matter to them — for example, children's education or affordable housing — and concentrating on two or three of those issues.

2. **There are lots of ways to be involved in politics** but the most effective ways are to join or to create groups that address the issues important to one personally. Just talking about one's concerns is a beginning — to family, friends, and relatives. Neighborhood groups have gotten tremendous amounts done — on everything from better emergency room care to loans for small businesses to the price of bus fares. People running for office are always grateful for help with their

campaigns and they will listen more carefully to you if you have worked for them than if not.

3. **A community activist's voice or written letter is worth (at least) a hundred votes**. But in order to be heard and respected a person must be genuine, direct, and reasonable. Being angry or disappointed with an elected representative or official is o.k. but you need to be aware of points of view different than your own and calm in explaining your feelings.

4. **All public officials and employees have the duty to listen to their constituents' concerns** courteously and to respond directly to them. Employees who do not respond courteously in a face–to–face or personal discussion should be reported to their supervisors. Elected officials who do not respond courteously in a face–to–face or personal discussion (even if they don't agree with you) or respond to a letter you write are not doing their jobs right and you should let others know.

5. **Reading the newspaper and writing letters to the editor is an important way to be involved in politics**. Even if only one out of ten of your letters are published, when it does appear, it reaches tens or hundreds of thousands of newspaper readers.

6. **It is important to reflect, analyze, and respond carefully to what politicians or people who want to be politicians say** and question it in one's own mind because a key element in politics is manipulating people to share a politician's belief.

7. **It is essential to join together on issues where it is possible to agree,** even if groups disagree on other issues because, in politics, numbers count. Different ethnic groups may have common problems and share similar concerns about some issues while differing on other issues.

8. **Immigrants who are permanent residents of the U.S. should consider carefully the possibility of becoming a citizen** because otherwise they cannot vote and elected officials listen most carefully to people who are potential voters.

9. **Immigrants who become citizens should take the time to become informed about the candidates on the ballot and to learn about the issues on the ballot** (even though the issues are often very confusing and complex). Otherwise, one might make a mistake and support a point of view that is really different than one's own.

Sample Learning Activities

Classroom Discussion

1. Discuss people's differences of opinion on a key issue and focus on explaining why perspectives differ. Discuss whether class participants think there is one "right answer" for solving each issue or whether it is sometimes unclear what exactly to do.

2. Discussion of sources of power (position, money, information, access to media, effective self expression). Where does power come from? Include examples of local figures who are powerful. What are the implications in terms of whether class participants can make a difference (*e.g.* by accessing information, expressing themselves).

3. Videotape a television news story on a controversial issue (preferably immigrants) and discuss with the class whether the story is fair, balanced, and complete. What information, if any, has been left out?

4. Read and discuss letters to the editor with attention to both the way in which the letter writer expressed themself and to their position on it.

5. Discuss the responsibilities of public officials in home countries and in the U.S. and to what extent public officials fulfill these expectations. If not, how does one know for certain — *i.e.* distinguishing rumor from fact, information from misinformation.

6. Discuss whether class participants believe that public officials listen more carefully to people who can vote or who have donated to their campaigns than to other constituents?

Home Assignments

1. Discuss a high priority issue with family members and/or neighbors and report back to what extent they agree or disagree and why.

2. Draft a letter to an elected official or agency representative.

3. Review TV, radio, and newspaper coverage of an issue and report back to what extent the coverage is all the same or if it differs. If it differs, how and why?

4. Talk over a high priority issue with a group of neighbors and, if the group disagrees, attempt to resolve the differences of opinion. Describe if the attempt to resolve the differences of opinion worked or not and why.

5. Take an informal poll of neighbors on a high priority issue and (with the teacher's assistance) graph the results as a bar chart. (Follow up with discussion of any patterns of response — *i.e.* what sort of people had similar responses).

In–Class Group Activities

1. Based on oral discussion, list issues of concern on the blackboard and prioritize.

2. Based on reporting back or reading of written assignments, list individual points of view and synthesize (*i.e.* find the commonality).

3. Given an agreed upon position on a solution to a common problem, list pros and cons and which sorts of groups care about the pros and which about the cons.

4. Role play a meeting with an elected official or agency representative. Critique presentation by the constituent group and the elected official's response in terms of credibility and effectiveness. Repeat the role playing to find a "better" solution.

5. Role play "targeting the swing vote" — *i.e.* try to convince a person who is undecided on an issue to change their mind.

Group Projects

1. Draft a letter to an elected official or agency representative based on each individual group member's input or version of the letter.

2. Organize a community action group to address an issue of common concern and report back regularly to the class on its progress.

3. Plan, arrange, and conduct a visit a community agency, political group, or public official to discuss an issue of interest and report back on how the meeting went — including an assessment of how the group was treated.

4. Organize a "community forum" on a issue of common concern in the community.

5. Volunteer in a community agency or to work on a political campaign and report back to the class on the experience.

Sample Topics to Address in Political Participation Learning Activities

Some controversial issues likely to be of interest to many immigrant communities in California that can be addressed meaningfully include the following:

- ❒ What should be done to improve immigrants' access to health care?

- ❒ What should be done to improve enforcement of current labor laws and regulations?
- ❒ What should be done to improve the educational experience and success of immigrant children?
- ❒ What should be done to decrease crime in urban areas?
- ❒ What should be done to decrease transportation barriers in accessing services in rural areas?
- ❒ What should be done to increase the availability of affordable housing?
- ❒ What should be done to counter discrimination?

Each of these issues is challenging, "important", potentially controversial (both within and among community groups), yet susceptible to positive community involvement. What particular issue will work best for a class will vary from community to community.

Using the Political Participation Module in Different Learning Contexts

The Political Participation module, perhaps more than any other module in the Pais Desconocido curriculum, can be used in a wide variety of contexts — both in the classroom and outside the classroom — as a resource for adult learning. Some options for developing learning activities using the instructional module are detailed below:

1. Meeting module — One night meeting (2–3 hours.)

In this format, the presenter could present, first, the module overview (5 minutes) and, then, elicit from members of the group, a list of the major issues which they face as immigrant, as parents, or simply as community members (10–15 minutes). The presenter can then note that the exercise which has just been completed — listing the top priority issues — is the essence of political participation (5 minutes).

Next, the presenter might lead the group in listing and discussing a set of considerations as to why their involvement would make a difference or not (15 minutes). Once this list has been completed, it is possible to elicit from each participant their idea about what should be done to solve the problem (20 minutes). Conclude this section of the meeting by reviewing the proposition that all political decisions (on the part of elected representatives, public officials, or businesses) involve a consideration of the pros and cons of a proposed decision, weighing who will benefit and who will lose, and attempting to maximize support and minimize criticism.

After the break, assist the group in listing the pros and cons of the proposed solutions that were listed before the break (30 minutes). With the listing of proposed solutions and pros and cons in hand, conduct two role playing sessions in which the presenter plays the role of the immovable politician while groups of four or five of the group make a presentation as to why the politician should respond to their concerns. Ask the group to critique each presentation as to how it could have been more effective.

To conclude the session, the nine teaching points in the module can be reviewed and participants urged to get involved and keep involved.

2. Weekend Workshop — Two consecutive days (8–12 hours. total).

The nine major teaching points are covered during the first day. This overview is followed discussion and problem solving session using the types of techniques recommended for the one night meeting format. (*i.e.* why to be involved, how feasible it is to be involved, strategies to make involvement work better, and choice to a top priority issue or issues). Participants should be assigned

homework — to discuss the chosen issue with their family or co–tenants and report back to the group on their home discussion, and to add the ideas that come up in those discussions to those from the in–class discussion.

The second day of the workshop should open with the reporting back of additional considerations to bring to bear on the chosen issue. This discussion is then followed with an explanation of the distinctions of local, state, and federal government's general responsibilities, how to look up names and addresses of key officials (listed in most phone directories and in many local newspapers). Next, have small groups work as teams to develop their own versions of the letter. Share versions of the letter and critique. Write final versions of the letter. Close with role playing of group meetings with officials. Synthesize and review teaching points — noting that — based on talking with neighbors, letter writing, and role playing, the group is well prepared to go right to work addressing the issues that matter to them.

3. Weekend Workshop — Two successive weekends, one day each weekend (8–12 hours. total)

The format for using the curriculum is similar to that in the one weekend workshop except that it may be feasible to arrange for a public official or government representative to meet with the group during the second day meeting to dialogue about the issue.

It is also possible during the intervening week to ask workshop participants to listen to the radio, watch television, or read the newspaper and note down any information which seems to them relevant to their chosen issue/topic.

4. Special Topic Module within ABE/ESL Curriculum

(1 hour/class x 2 classes/week x 4 weeks = 8 hours.)

The class instructor/group facilitator needs to develop a detailed agenda for this use of the Political Participation instructional module. One general format might be, for example, the following:

- ❒ Week 1 — Class 1 — Introduction. First three teaching points(political involvement can make a difference, there are diverse modes of involvement, talking/discussing is worth even more than voting). Class discussion — listing of examples. Home assignments — listing personal priority issues.
- ❒ Week 1 — Class 2 — Discussion of list of priority issue areas. Choice of top priority issue or issues. Overview of teaching points four, five, and six (securing information, analyzing information, and dialogue about issues). Home assignment — discussion of priority issue(s) with family and neighbors and report back.
- ❒ Week 2 — Class 1 — Reports on priority issues. Synthesize feedback by finding commonality of different points of view. Discuss proposed solution to problem/issue. Lists pros and cons of the solution (evaluate the solution). Home assignment — draft letter to a politician or official expressing concerns or point of view.

- ❒ Week 2 — Class 2 — Sharing and critique of draft letters. Role playing of meeting with an elected official or agency representative. Discussion and preparation for inviting guest speaker — a public official or agency representative.
- ❒ Week 3 — Class 1 — Overview of point seven (joining together with others). Discussion of specific local commonalities of interest among different ethnic groups or classes of persons, followed by discussion of how learners might establish contact with these "other" groups.
- ❒ Week 3 — Class 2 — Meeting/dialogue with guest official/agency representative. Debriefing after the guest has left and discussion/evaluation of the dialogue.
- ❒ Week 4 — Class 1. Overview of final two teaching points (becoming a citizen and review of ballot materials). Discussion of pros and cons of citizenship.
- ❒ Week 4 — Class 2. Review of all nine teaching points. Discussion with participants as to: a) whether the module has changed their willingness to participate actively in political life and, if not, why? b) for those participants who are more willing to participate, what do they plan to do next?. The class should conclude by highlighting individual and group accomplishments in the course of the effort.

5. Special Strand within ABE/ESL Curriculum

(1 class x 1 classes/wk x 10 weeks = 10 hours.)

Using the instructional model as a strand within an ABE/ESL curriculum can use a pattern similar to that for the four week module but focus more on reaching consensus among class members and establishing a directed group project. The longer time frame allows more time for active, practical problem solving but is likely to make learning more diffuse. Each class devoted to this strand might, therefore, begin with a review and reflection on progress to date.

Problem Solving For The Political Participation Module

Administrators, fellow instructors, and students themselves may be unsure as to how issues related to immigrants' political participation fit into the process of basic skills development. Despite widespread praise of the values of democracy, there is often uncertainty whether actual, literal participation in the democratic process is somehow "dangerous" —somehow associated with "stepping out of sounds" or being out of place. While anonymous relatively ineffective individual participation in the electoral process is seen as a civic duty, the active analogue — participation in setting community political agendas, participation in community dialogue, questioning and debating commonly held assumptions — these modes of involvement are seen as being more questionable. Some of the possible questions and answers to those who object to actually following through on the abstract ideal of empowerment as a valid and practical learning objective or political participation as a valid and practical mode of community involvement are discussed below.

Issue 1. The Relevance of Political Participation

Objection 1: "I'm here in class to learn English, not politics. What does this have to do with learning English"

Answer to Objection 1: Politics always involves dialogue, talking back and forth, orally, and on paper. Using language is more than knowing words and good grammar, it's also knowing how to interact with people. Class exercises discussing, writing, analyzing, and observing are all part of building one's basic ability to function in U.S. society. On careful observation, many of the interactions that are important at work are, in fact, "political" in that they deal with common problems, differing perspectives, and dialogue oriented toward solving the common problem.

Objection 2: "I'm not interested in this particular issue (*e.g.* better child care in the community). It's a woman's issue and doesn't affect me".

Answer to Objection 2: A basic political lesson is the importance of trade offs. If you listen to other people's concerns, they will better listen to yours. This is also a basic principle of communication. How about a compromise? What issues do you think are important ? Let's see if we can get the other people in the group do include your issue in their agenda.

Issue 2. The Feasibility of Political Participation

Objection 1: "Immigrants have no power. It doesn't matter what they do."

Answer to Objection 1: Examples of instances where immigrants individually or as groups have made a difference. See: "Cesar's Ghost", California Lawyer, July, 1993. Also, "Bitter Harvest: The UFW After Cesar Chavez", San Francisco Examiner, July 18, 1993. See also "Chicana/Chicano and Asian Americans' Students Victory at U.C. Campuses" in CHIRLA Bulletin, July, 1993.

Objection 2: "I'm just a simple person with no education and couldn't make a difference.

Answer to Objection 2: Discuss Rigoberta Menchu's life story and her receipt of the Nobel Peace Price in 1992 for her political activism.

Issue 3. How can the Political Participation Module be used with limited English, limited literacy or multi level ESL classes

For limited English groups of learners, conduct discussions in Spanish but use discussion as the basis for introducing new English terms, with an emphasis on terms related to the high priority issue chosen by the class. Ask class volunteers to summarize discussions or deliberations in English

For limited literacy groups, emphasize oral activities, but introduce list making and outlining (in English or Spanish) as uses of written language as appropriate.

For multi level groups, emphasize activities that involve projects based on team or small group work, assigning roles to learners which reflect their skills (*e.g.* in writing, communicating with others, translating).

Resources Checklist

- ❒ Newspaper, magazine articles — English language and Spanish language
- ❒ Videotaped segments of nightly newscast
- ❒ Listing of local radio stations — English or Spanish language — which have news or public affairs (particularly call in shows).
- ❒ California Ballot and Voters' Pamphlet — most recent election
- ❒ Telephone book — listing of addresses for public officials, county, state, and federal offices, listing of civic organizations, public interest groups, and immigrant organizations.
- ❒ Immigrant advocacy organizations, civic groups, and legal services paraprofessionals. (see Appendix A)
- ❒ Listing of local officials, agency representatives. (Use outline in Appendix B). Contact local League of Women Voters to see if there is a local roster.
- ❒ League of Women Voters pamphlets on attending public hearings, on testifying at a hearing. (Contact local office for local materials. Samples attached for Sacramento County).
- ❒ ¿Que es la autogestión? — Cuadernos de Capacitacion #1, Serie Educacion para la Democracia, INEA, 1990
- ❒ Profiles/biographies of active Latinos.

APPENDIX A

ORGANIZATIONAL RESOURCES — Political Participation Module

1. Immigrant Advocacy Groups

CHIRLA
c/o United Way
621 South Virgil Ave.
Los Angeles, CA 90005
(213) 736–1324

The National Network for Immigrant and Refugee Rights
310 8th St., Suite 307
Oakland, CA 94607
(510) 465–1984

CIRRS (Coalition for Immigrant and Refugee Rights and Services)
995 Market St., Suite 1108
San Francisco, CA 94103
(415) 243–8215

CRLA (California Rural Legal Assistance — local offices in many communities)
2111 Mission St. — Suite 401
San Francisco, CA 94110
(415) 864–3405

2. Civic Groups

NALEO (National Association of Latino Elected Officials)
3409 Garnet St.
Los Angeles, CA 90023
(213) 262–8503

League of Women Voters (State office — local offices in many counties)
926 J St., Suite 1000
Sacramento, CA 95814
(916) 442–7215

APPENDIX B

GOVERNMENT CONTACTS CHECKLIST — Political Participation Module

1. **Elected Officials**

   Local School Board

   Special Boards/Districts — *e.g.* Fire districts, Conservation districts

   County Sheriff, City Council (if incorporated town)

   County Superintendent of Schools

   County Board of Supervisors

   State Assembly Representative, State Senator

   State Governor

   U.S. House of Representatives, U.S. Senate

2. **County or Local City Agency Representatives (examples)**

   County Office of Education

   County or City Public Health Department

   County Social Services Department

   County District Attorney's Office

   County Department of Housing and Community Development or Housing Authority

   Library Administrator

   Parks and Recreation Administrator

   Human Services Commission

   County Sheriff's Office/City Police Department

3. **State Agency Representatives (examples)**

   Department of Motor Vehicles

   Employment Development Department

   Department of Consumer Affairs

   State Labor Commissioner's Office

   State Insurance Commissioner's Office

Department of Industrial Relations

4. **Federal Agency Representatives (examples)**

Equal Employment Opportunity Commission

Immigration and Naturalization Service

U.S. Department of Labor — Wage and Hour Division

5. **Judicial**

Small Claims Court

Municipal Court

Superior Court

Jury Commissioner

6. **Citizen's Advisory Groups**

School Site Councils

Migrant Education Advisory Committees

Planning Commission